

DOCUMENT RESUME

ED 445 719

JC 000 654

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TITLE Planning Atlas: Annual Report of Institutional Effectiveness, Fall 1997.
INSTITUTION City Coll. of San Francisco, CA. Office of Institutional Research, Planning and Grants.
REPORT NO CCSF-ORGP-981-01
PUB DATE 1998-04-00
NOTE 74p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Colleges; *Educational Planning; *Organizational Objectives; *School Effectiveness; *Strategic Planning; Two Year Colleges
IDENTIFIERS *City College of San Francisco CA

ABSTRACT

Presents the 1997 edition of the City College of San Francisco (CCSF) in California Planning Atlas, which is a report on the status and progress the college has made on achieving the goals set forth in the Strategic Plan. The Planning Atlas consists of six chapters covering the primary and secondary indicators to measure each goal of the college's Strategic Plan. The chapters (goals) are as follows: access to CCSF; promote student success in achievement of educational goals; improve satisfaction with college services; promote a supportive and positive workplace; manage resources effectively; and pursue highest standard of educational excellence. Primary indicators of access to CCSF are the total numbers of adults served within the city and county of SF, the college service area, and the diverse communities within its primary service area. The primary indication of student success is the numbers of students achieving their educational goals. Indicators of how well the college provides services will rely upon satisfaction surveys. The primary indication that CCSF is meeting its goal of developing a healthy workplace is the satisfaction of all of its employees. The two primary indicators of effective resource management are the capacity of the college to find funds from alternative sources and the level of efficiency in utilizing institutional resources to fulfill the college mission. Excellence indicators include student achievement and student ratings of the college. (VWC)

PLANNING ATLAS

Annual Status Report on the Strategic Planning Goals

Fall 1997

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City College of San Francisco
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PLANNING ATLAS

Annual Report of Institutional
Effectiveness
Fall 1997

City College of San Francisco

REPORT PREPARED BY:
Annette Daoud & David Hyde

OFFICE OF RESEARCH, PLANNING AND GRANTS
REPORT 981-01, April 1998

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INTRODUCTION

This is the new edition of the City College of San Francisco (CCSF) Planning Atlas. The new Planning Atlas is a report on the status and progress the college has made on achieving the goals set forth in the Strategic Plan. The Strategic Plan calls for regular reports on approximately fifty performance indicators, some of which we have published in past editions of the Atlas, but many of which are new to this edition. We hope this edition provides the reader with a useful portrait of the college. The information can be used by administrators, faculty and staff as a resource document for planning and resource allocation decisions, for writing grants, publishing articles about the college, or just providing facts about CCSF to interested parties.

Our goal for The Planning Atlas is to have it contain information covering the three most recent academic years -1994/95, 1995/96 and 1996/97 and additional longitudinal data whenever available. As many of the indicators in the Strategic Plan are new, we have just begun to obtain information on them. Consequently, we do not have information to report in many areas of the Atlas. When data is available on a new indicator, we are only able to report on one year or semester.

The Planning Atlas consists of six chapters covering the primary and secondary indicators to measure each goal of the college's Strategic Plan. The chapters (goals) are as follows:

- Access to City College of San Francisco
- Promote Student Success in Achievement of Educational Goals
- Improve Satisfaction with College Services
- Promote a Supportive and Positive Workplace
- Manage Resources Effectively
- Pursue Highest Standard of Educational Excellence

We make every effort to publish reliable and accurate data drawn from a variety of internal college sources including the Information Technology Services (ITS) reports and the State Chancellor's Office Management Information System (MIS).

Despite our efforts to publish uniform and accurate information, the reader should be aware that there are some inconsistencies in the Atlas. Inconsistent information sometimes occurs because the data depends on the definitions used by our various information sources. For example, the State Chancellor's Office uses a different definition of enrollment in their MIS data than the college's Information Technology Services reports. The State also bases its definition on full-term enrollment while some data from ITS reports uses enrollment figures calculated at Census Week. To address this problem, the Office of Research and Planning has been working with college units to create common definitions used on all internal reports consistent with definitions used by the State Chancellor's Office. We have not yet achieved complete congruence between the college's reports and the state's.

Annette Daoud and David Hyde of the Office of Research assembled the Planning Atlas. This project began during the Fall semester and took several months to complete. We appreciate the time, energy and care that everyone, especially Ms. Daoud, put into this project.

Robert Gabriner, Director
Office of Research, Planning and Grants
April 1998

CHAPTER ONE

ENHANCE ACCESS TO CITY COLLEGE OF SAN FRANCISCO

City College of San Francisco (CCSF) is dedicated to maintaining an open door for all who can benefit from enrolling in our programs. Entering students should have easy access to information needed to enroll in the appropriate programs and courses. CCSF will continue to respond to the needs of our students and will schedule programs and classes throughout the City of San Francisco to ensure maximum access for the diverse communities we serve.

The primary indicators of access to City College are the total numbers of adults served within the city and county of San Francisco, the college service area, as well as the diverse communities within its primary service area. Additionally this chapter begins with an overview of the numbers and characteristics of enrolled CCSF students.

Enrollment Overview

1. Numbers and Characteristics of CCSF Students

Primary Indicators

1. Percentage of San Francisco adult population served by the college compared to the total adult population in the city and county of San Francisco.
2. Numbers and characteristics of student population compared to the adult population of the city and county of San Francisco.

Secondary Indicators

1. Numbers and characteristics of recent high school graduates who are first time students matriculating at CCSF.
2. Numbers and characteristics of CCSF Noncredit students matriculating into Credit programs.
3. Numbers and characteristics of EOPS and DSPS students receiving services.
4. Numbers and characteristics of students receiving all types of financial aid and scholarships.
5. Total number of students enrolled in Basic Skills and ESL courses.
6. Total number of International students enrolled at the college.
7. Number of students attending CCSF from outside the City and County of San Francisco.

ENROLLMENT OVERVIEW

1. NUMBERS AND CHARACTERISTICS OF CCSF STUDENTS

Annual Enrollment: Summer 1996/Fall 1996/Spring 1997

Students enrolling at City College of San Francisco can take Credit or Noncredit courses, or enroll in courses offered through our Contract Education, Continuing Education, or the Institute for International Students programs.

Enrollment at CCSF: 1995/96-1996/97

	1995/96	1996/97
<i>Credit and Noncredit, Unduplicated</i>	<i>79,337</i>	<i>83,790</i>
Other Programs:		
Contract Education	1,259	1,803
Continuing Education	4,992	5,283
Institute for International Students	358	373
<i>Total Other Programs</i>	<i>6,609</i>	<i>7,459</i>
TOTAL ENROLLMENT	85,946	91,249

Source: CCSF Office of Research and Planning

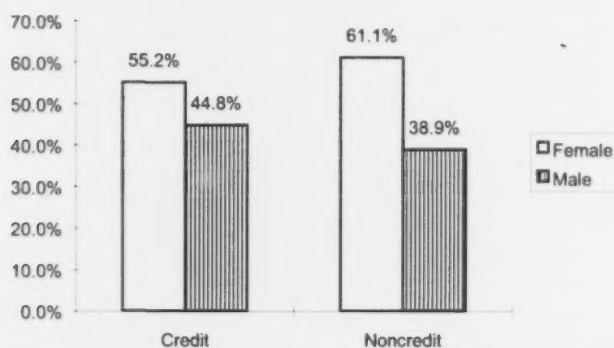
Fall 1996 Enrollment by Gender: Credit Compared to Noncredit

ENROLLMENT OVERVIEW

During the Fall 1996 term, the majority of our students enrolled in both Credit and Noncredit courses were women (55.2% in Credit and 61.1% in Noncredit). Some of our Noncredit courses and programs such as Licensed Vocational Nursing and Consumer Education have historically enrolled a higher percentage of women.

Enrollment by Gender and Enrollment Status: Fall 1996

	Credit		Noncredit	
	Number	Percentage	Number	Percentage
Female	15,340	55.2%	17,108	61.1%
Male	12,464	44.8%	10,872	38.9%
No Response	341		886	



Source: MIS Full-term Reporting (FTR) for Fall Term 1996 (Report Run: 6/20/97)

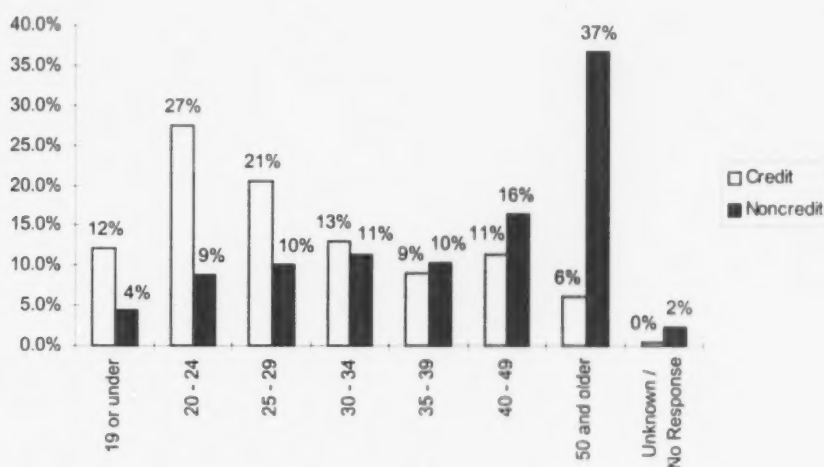
ENROLLMENT OVERVIEW

Fall 1996 Enrollment by Age: Credit Compared to Noncredit

Approximately 60% of our Credit students enrolled in the Fall 1996 semester were under 30 years old. The 20-24 age group comprised the largest group of students enrolled in Credit courses (27.4%). On the other hand, approximately 53% of our Noncredit students were 40 years or older for the same time period.

Enrollment by Age and Enrollment Status: Fall 1996

	Credit		Noncredit	
	Number	Percentage	Number	Percentage
19 or under	3,404	12.1%	1,236	4.3%
20 - 24	7,702	27.4%	2,530	8.8%
25 - 29	5,811	20.6%	2,906	10.1%
30 - 34	3,661	13.0%	3,297	11.4%
35 - 39	2,569	9.1%	2,958	10.2%
40 - 49	3,190	11.3%	4,717	16.3%
50 and older	1,697	6.0%	10,592	36.7%
Unknown / No Response	111	0.4%	630	2.2%



Source: MIS Full-term Reporting (FTR) for Fall Term 1996 (Report Run: 6/20/97)

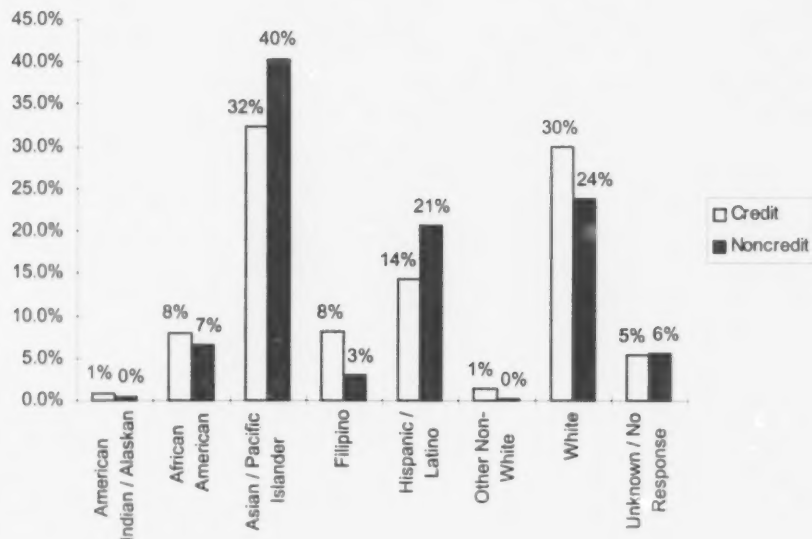
ENROLLMENT OVERVIEW

Fall 1996 Enrollment by Ethnicity: Credit Compared To Noncredit

As the chart below shows, City College of San Francisco had an ethnically diverse student body in both Credit and Noncredit programs and courses for the Fall 1996 semester.

Enrollment by Ethnicity and Enrollment Status: Fall 1996

	Credit		Noncredit	
	Number	Percentage	Number	Percentage
American Indian / Alaskan	202	0.7%	73	0.3%
African American	2,258	8.0%	1,881	6.5%
Asian / Pacific Islander	9,083	32.3%	11,634	40.3%
Filipino	2,268	8.1%	832	2.9%
Hispanic / Latino	4,028	14.3%	5,981	20.7%
Other Non-White	377	1.3%	27	0.1%
White	8,432	30.0%	6,855	23.7%
Unknown / No Response	1,497	5.3%	1,583	5.5%
TOTAL	28,145		28,866	



Source: MIS Full-term Reporting (FTR) for Fall Term 1996 (Report Run: 6/20/97)

ENROLLMENT OVERVIEW

CCSF Credit Enrollment: Fall 1993 - Fall 1996

Credit enrollment has been increasing steadily for the past four Fall terms. From Fall 1995 to Fall 1996, Credit enrollment rose almost 5% from 26,830 to 28,145. A 28.7% increase in the 50 and older category from Fall 1995 to Fall 1996 contributed significantly to this upward trend.

Credit Enrollment at CCSF: Fall 1993-Fall 1996

	Fall Terms				Fall 95 to Fall 96	
	1993	1994	1995	1996	Total #	% Change
Female	14,967	14,036	14,681	15,340	659	4.5%
Male	12,684	11,639	12,090	12,464	374	3.1%
No Response	23	34	59	341	-	-
19 or under	3,759	3,348	3,346	3,404	58	1.7%
20 - 24	9,042	8,341	8,130	7,702	-428	-5.3%
25 - 29	5,264	4,991	5,330	5,811	481	9.0%
30 - 34	3,430	3,185	3,417	3,661	244	7.1%
35 - 39	2,338	2,147	2,441	2,569	128	5.2%
40 - 49	2,463	2,361	2,723	3,190	467	17.2%
50 and older	1,207	1,187	1,319	1,697	378	28.7%
Unknown / No Response	171	149	124	111	-13	-10.5%
American Indian / Alaskan	174	174	184	202	18	9.8%
African American	2,445	2,272	2,379	2,258	-121	-5.1%
Asian / Pacific Islander	9,142	8,682	8,948	9,083	135	1.5%
Filipino	2,612	2,391	2,311	2,268	-43	-1.9%
Hispanic / Latino	3,951	3,576	3,933	4,028	95	2.4%
Other Non-White	303	293	333	377	44	13.2%
White	7,905	7,249	7,648	8,432	784	10.2%
Unknown / No Response	1,142	1,072	1,094	1,497	403	36.8%
TOTAL	27,674	25,709	26,830	28,145	1,315	4.9%

Source: MIS Full-term Reporting (FTR) for Fall terms 1993 - 1996 *

* The MIS data reports are Full-term Reporting (i.e. computed at the end of the term). Full-term Reporting includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

ENROLLMENT OVERVIEW

CCSF Noncredit Enrollment: Fall 1993 - Fall 1996

Noncredit enrollment declined slightly from the Fall 1995 to the Fall 1996 term (1.7%).

Enrollments declined in all age categories with the exception of the "50 and Older" category where enrollment rose by 5.0%. Although Asian / Pacific Islander and Hispanic / Latino enrollments rose slightly, enrollments for these two groups have not rebounded back to the Fall 1993 numbers.

Noncredit Enrollment at CCSF: Fall 1993-Fall 1996

	Fall Terms				Fall 95 to Fall 96	
	1993	1994	1995	1996	Total #	% Change
Female	18,054	15,938	17,163	17,108	-55	-0.3%
Male	12,334	10,633	11,300	10,872	-428	-3.8%
No Response	1,482	629	896	886		
19 or under	1,682	1,233	1,227	1,236	9	0.7%
20 - 24	3,596	2,689	2,729	2,530	-199	-7.3%
25 - 29	3,922	3,000	3,017	2,906	-111	-3.7%
30 - 34	3,921	3,135	3,358	3,297	-61	-1.8%
35 - 39	3,382	2,898	3,091	2,958	-133	-4.3%
40 - 49	4,795	4,198	4,807	4,717	-90	-1.9%
50 and older	8,706	8,848	10,090	10,592	502	5.0%
Unknown / No Response	1,866	1,199	1,040	630	-410	-39.4%
American Indian / Alaskan	69	79	85	73	-12	-14.1%
African American	2,189	2,084	2,025	1,881	-144	-7.1%
Asian / Pacific Islander	12,687	10,816	11,608	11,634	26	0.2%
Filipino	977	721	834	832	-2	-0.2%
Hispanic / Latino	6,897	5,349	5,884	5,981	97	1.6%
Other Non-White	34	25	37	27	-10	-27.0%
White	6,767	6,457	6,991	6,855	-136	-1.9%
Unknown / No Response	2,250	1,669	1,895	1,583	-312	-16.5%
TOTAL	31,870	27,200	29,359	28,866	-493	-1.7%

Source: MIS Full-term Reporting (FTR) for Fall terms 1993 - 1996 *

* The MIS data reports are Full-term Reporting (i.e. computed at the end of the term). Full-term Reporting includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

SECONDARY INDICATORS

1. PERCENTAGE OF SAN FRANCISCO ADULT POPULATION SERVED BY THE COLLEGE COMPARED TO THE TOTAL ADULT POPULATION IN THE CITY AND COUNTY OF SAN FRANCISCO

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

2. NUMBERS AND CHARACTERISTICS OF STUDENT POPULATION COMPARED TO THE ADULT POPULATION OF THE CITY AND COUNTY OF SAN FRANCISCO

The table below shows the San Francisco adult population (persons 18 and older) as compared to the CCSF Fall 1996 enrollment for Credit and Noncredit students. During the Fall 1996 semester, almost 85% of the Credit students and 93% of the Noncredit who enrolled in City College resided in San Francisco (these percentages are based on students' zip code of residence as stated on their application form). The remaining 15% of Credit students lived in the following counties: San Mateo county (9.3%); Alameda county (3.8%); Marin county (0.6%); and Contra Costa county (0.5%).

San Francisco Adult Population Compared to CCSF Students: Fall 1996

	San Francisco Adult Population	City College Enrollment	
		<i>Credit</i>	<i>Noncredit</i>
Female	50.2%	55.2%	61.1%
Male	49.8%	44.8%	38.9%
American Indian / Alaskan	0.5%	0.7%	0.3%
African American	9.7%	8.0%	6.5%
Asian / Pacific Islander *	27.1%	32.3%	40.3%
Filipino *		8.1%	2.9%
Hispanic / Latino	12.5%	14.3%	20.7%
Other Non-White		1.3%	0.1%
White	50.2%	30.0%	23.7%
Unknown / No Response		5.3%	5.5%

Source: U.S. Census Data, 1990 Population (San Francisco, CA PMSA); MIS Full-term Reporting (FTR) for Fall Term 1996 (Report Run: 6/20/97)

* Filipinos are included in the Asian / Pacific Islander category in the 1990 U.S. Census data.

SECONDARY INDICATORS

1. NUMBERS AND CHARACTERISTICS OF RECENT HIGH SCHOOL GRADUATES WHO ARE FIRST TIME STUDENTS MATRICULATING AT CCSF

Sources Of First Time Credit Students of All Ages Fall 1993 - Fall 1996

First time student enrollment (students from all age groups) rose 18.2% from the Fall 1995 to the Fall 1996 semester. Enrollments from San Francisco Unified High Schools and San Mateo County High Schools contributed to this increase.

Sources of First Time Credit Students of All Ages at CCSF: Fall 1993-Fall 1996

Fall Terms	1993	1994	1995	1996	% Change F95 to F96
San Francisco Unified High Schools	1,478	1,056	1,135	1,337	17.8%
San Francisco Private High Schools	162	170	152	147	-3.3%
TOTAL: San Francisco (Unified and Private)	1,640	1,226	1,287	1,484	15.3%
San Mateo County High Schools	191	187	201	225	11.9%
Other California High Schools (Public/Private)	315	353	333	280	-16.0%
Other United States	364	334	366	319	-12.8%
Outside U.S.	607	496	470	784	66.8%
Unknown High School	459	364	454	585	28.9%
TOTAL FIRST TIME STUDENTS*	3,576	2,960	3,111	3,677	18.2%

Source: ICN 44-Census Week, Fall 1993-Fall 1996

* First time students have zero prior college units and are new to City College of San Francisco.

Sources Of First Time Credit Students Age 20 and Under Fall 1993 - Fall 1996

SECONDARY INDICATORS

As the following table shows, the number of first time Credit students from high schools * (age 20 and under) rose from Fall 1995 to Fall 1996 by 7.8%. First time enrollments from San Francisco Unified schools increased by 10% during this time period, while enrollments from San Francisco Private high schools declined 4.3%. However, it should be noted that the cohort of students from private high schools is much smaller than the cohort from San Francisco Unified schools.

Sources of First Time Credit Students of All Ages at CCSF: Fall 1993-Fall 1996

<i>San Francisco Unified Schools</i>	20 and Under				% Change F95 to F96
	Fall '93	Fall '94	Fall '95	Fall '96	
Balboa	88	47	54	57	5.6%
Phillip Burton	39	23	51	60	17.6%
Downtown Continuation	7	7	6	9	50.0%
Galileo	171	109	115	121	5.2%
Independence	27	15	20	24	20.0%
International Studies Academy	24	19	12	20	66.7%
Abraham Lincoln	172	148	131	164	25.2%
Lowell	122	94	101	82	-18.8%
J. Eugene McAteer	103	58	72	64	-11.1%
Mission	83	56	58	71	22.4%
Newcomer	0	3	2	3	50.0%
John O'Connell Technical	18	19	19	18	-5.3%
Mark Twain	12	12	17	16	-5.9%
Raoul Wallenberg	33	22	25	21	16.0%
George Washington	213	161	160	210	31.3%
Ida B. Wells Continuation	5	5	11	13	18.2%
Woodrow Wilson	30	23	15	6	-60.0%
Other SFUSD	27	14	22	37	68.2%
TOTAL: San Francisco Unified	1,174	835	891	996	11.8%
SF Private High Schools					
Immaculate Conception Academy	21	10	25	20	-20.0%
Lick-Wilmerding	1	2	1	0	-100%
Mercy	15	14	19	22	15.8%
Riordan	19	30	22	19	-13.6%
Sacred Heart Cathedral / Prep.	24	39	23	18	-21.7%
St. Ignatius College Prep.	8	12	5	5	0.0%
St. Paul's	2	17	3	3	0.0%
Other SF Private	19	8	17	23	35.3%
TOTAL: San Francisco Private	109	132	115	110	-4.3%
TOTAL: SAN FRANCISCO	1,283	967	1,006	1,106	9.9%

Sources of First Time Credit Students of All Ages at CCSF: Fall 1993-Fall 1996 (cont.)

SECONDARY INDICATORS

San Mateo County High Schools	135	132	155	151	-2.6%
Other California	126	147	142	113	-20.4%
Other United States	61	66	76	83	9.2%
Outside United States	107	72	91	101	11.0%
Unknown High School	222	133	179	224	25.1%
TOTAL: 1ST TIME STUDENTS	1,934	1,517	1,649	1,778	7.8%

Source: ICN 44, Fall 1993 - 1996 (Fall 1996 Report Run 4/02/97)

* The high schools listed are "last attended" and do not infer graduation.

2. NUMBERS AND CHARACTERISTICS OF CCSF NONCREDIT STUDENTS MATRICULATING INTO CREDIT PROGRAMS

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

3. NUMBERS AND CHARACTERISTICS OF EOPS AND DSPS STUDENTS RECEIVING SERVICES

SECONDARY INDICATORS

Extended Opportunity Program and Services (EOPS)

EOPS enrollments have declined slightly in the past two academic years. Although 60% of all EOPS students are between the ages of 18 and 25, there were increases in the 26-35 and 36 and older age groups from the 1995/96 to 1996/97 academic year. The majority of EOPS students are women (61.6% during 1996/97).

Enrollments in EOPS: 1994/95-1996/97

	1994/95		1995/96		1996/97	
	Number	%	Number	%	Number	%
Female	1476	58.2%	1428	60.0%	1336	61.6%
Male	1059	41.8%	956	40.0%	833	38.4%
18 and Under	16	0.6%	8	0.3%	11	0.5%
19 - 25	1640	64.7%	1559	65.4%	1283	59.2%
26 - 35	581	22.9%	505	21.2%	525	24.2%
36 and Older	298	11.8%	312	13.1%	350	16.1%
African American	388	15.3%	371	15.6%	331	15.3%
American Indian / Native Alaskan	15	0.6%	19	0.8%	22	1.0%
Asian / Pacific Islander	1495	59.0%	1361	57.1%	1205	56.0%
Filipino	62	2.4%	63	2.6%	46	2.0%
Hispanic / Latino	332	13.2%	296	12.4%	260	12.0%
White	202	8.0%	236	9.9%	266	12.0%
Other / Unknown	41	1.6%	38	1.6%	39	1.8%
TOTAL	2,535	100%	2,384	100%	2,169	100%

Source: CCSF EOPS Office

SECONDARY INDICATORS

Disabled Student Programs and Services (DSPS) Participants

The numbers of students receiving DSPS services increased from 1,566 in the 1995/96 school year to 2,030 in the 1996/97 school year.

Enrollments in DSPS: 1994/95-1996/97 *

	1994/95	1995/96	1996/97
	%	%	%
Female	44.6%	49.9%	48.9%
Male	51.2%	50.1%	50.7%
Unknown / No Response	4.2%		.4%
African American	16.5%	17.8%	17.5%
American Indian / Native Alaskan	1.1%	0.7%	1.3%
Asian / Pacific Islander	14.5%	14.8%	16.6%
Filipino	3.1%	4.0%	4.2%
Hispanic / Latino	10.8%	13.7%	16.1%
Other Non-White	1.8%	1.0%	2.7%
White	45.4%	42.3%	35.8%
Unknown / No Response	6.8%	5.6%	5.8%
TOTAL SERVED	1,319	1,566	2,030

Source: DSPS Office; CCSF Office of Research and Planning

- * The total numbers of students served reflect all DSPS services as reported by the DSPS Office. Due to reporting problems this year, demographic characteristics of DSPS students are only reported as percentages. Percentages come from DSPS course enrollment data generated by the Office of Research and Planning.

4. NUMBERS AND CHARACTERISTICS OF STUDENTS RECEIVING ALL

SECONDARY INDICATORS

TYPES OF FINANCIAL AID AND SCHOLARSHIPS

Financial Aid Awards: 1996/97

City College of San Francisco awarded over 12 million dollars in Credit and Noncredit financial aid during the 1996/97 fiscal year. This is up almost \$500,000 from the 1995/96 fiscal year. Much of the increase can be attributed to more students receiving Perkins and Stafford loans. During the 1996/97 school year City College awarded 20,642 credit financial aid awards and 360 noncredit awards. Data has not previously been available on the characteristics of students receiving aid. With the new Banner financial aid system we anticipate being able to provide a demographic breakdown of awards in the future.

Credit Financial Aid Awards: 1994/95-1996/97

Fund Name	1994/95	1995/96	1996/97
Pell Grant	\$5,739,872	\$5,271,461	\$5,337,906
F.S.E.O.G.	854,143	801,471	859,147
Federal Work Study	584,795	572,378	657,167
Perkins Loan	395,070	567,690	462,369
Cal Grant B	462,603	347,169	321,572
Cal Grant C	9,543	9,875	5,169
Stafford Loan	917,137	1,135,756	1,474,757
Stafford Loan-unsubsidized	172,281	543,563	909,367
BOGG C-015	1,100,069	1,299,290	1,292,937
BOGG A	290,965	231,660	186,475
BOGG B	597,755	319,219	259,466
TOTAL	\$11,124,233	\$11,099,532	\$11,766,332

Noncredit Financial Aid Awards: 1994/95-1996/97

Fund Name	1994/95	1995/96	1996/97
Pell Grant	\$537,821	\$466,568	\$304,307
F.S.E.O.G.	57,608	43,207	43,186
Federal Work Study	20,770	15,725	15,288
Cal Grant B	9,166	3,878	1,939
Cal Grant C		1,325	1,325
TOTAL	\$625,365	\$530,703	\$366,045

Source: CCSF Financial Aid Office
Scholarships Awarded: 1996/97 *

SECONDARY INDICATORS

CCSF students received almost \$500,000 in scholarship awards during the 1996/97 fiscal year. This is up significantly from the 1995/96 year when approximately \$280,000 in scholarships were awarded. Much of the increase can be attributed to the amount of Community and Memorial Scholarships awarded (up from \$83,755 in 1995/96 to \$258,975 in 1996/97).

Scholarship Awards at CCSF: 1994/95-1996/97

Name of Scholarship / Funding Source	1994/95		1995/96		1996/97	
	#	Amount	#	Amount	#	Amount
Community & Memorial Scholarships: Awarded by CCSF Scholarship Comm.	136	\$106,174	141	\$83,755	131	\$258,975
Organizational Scholarships: Awarded by CCSF organizations.	46	\$8,550	50	\$9,210	38	\$8,290
Departmental Scholarships: Awarded by academic departments.	294	\$138,400	186	\$139,067	243	\$185,919
Independent Scholarships: Awarded by philanthropic or unaffiliated organizations.	60	\$50,478	49	\$38,970	35	\$36,305
John Adams Campus Scholarships: Awarded to Noncredit students.	5	\$1,150	8	\$9,000	11	\$9,700
TOTAL	541	\$304,752	434	\$280,002	458	\$499,819

Source: CCSF Scholarship Office

* Not all scholarships are channeled through the Scholarship Office, therefore the number of scholarships awarded to CCSF students may be higher than is reported above.

SECONDARY INDICATORS

5. TOTAL NUMBERS OF STUDENTS ENROLLED IN BASIC SKILLS AND ESL COURSES

Basic Skills Enrollment

3,491 students were enrolled in Basic Skills courses during the Fall 1996 term. This represents 12.2% of the total Fall 1996 Credit student enrollment (calculated at Census Week) of 28,633. Approximately 10% of the Credit courses offered at City College are Basic Skills courses. Enrollment in Basic Skills courses for the past three Fall terms are highlighted in the following table.

Enrollment in Basic Skills Courses: Fall 1994-Fall 1996

Course	Census Enrollment		
	Fall 1994	Fall 1995	Fall 1996
Business Math (BSMA G,H,J)	427	400	313
Chemistry (CHEM C)	70	58	99
Disabled Student Programs and Services (DSPS M,O,P,Q,R) *	(133)	(119)	(122)
English (ENGL 90,92,K,L,S,T,W*)	1,586 (45)	1,493 (60)	1,472 (32)
English as a Second Language (ESL 22,32,32A,42,44,46,48,56,68)	1,332	1,365	1,104
Guidance (GUID G,R)*	(242)	(241)	(238)
Learning Assistance (LERN P,R,T)*	(4)	(14)	(8)
Mathematics (MATH E*,S)	533 (315)	500 (317)	503 (319)
TOTAL: Census Week Enrollment	3,948	3,816	3,491
Number of Sections	169 sections	172 sections	171 sections

Source: IMC-21, Basic Skills Only for Fall 94 - Fall 96

* Census Week enrollment numbers are not available for these courses (Some Census Week numbers were available for Math E). Instead, beginning enrollment numbers are provided in parenthesis but are not indicative of final enrollment.

Gender and Ethnic Distribution of Credit ESL Students

SECONDARY INDICATORS

Enrollment in Credit ESL courses has been steadily declining since the Fall 1993 semester. Enrollment dropped 4.3% from the Fall 1995 to the Fall 1996 semester. The table on the following page shows Credit ESL enrollment for the past five Fall terms.

Enrollment by Gender and Ethnicity in Credit ESL Courses: Fall 1993-Fall 1996

	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Male	1,613	1,494	1,434	1,358
Female	2,156	2,095	2,018	1,945
African American	33	30	31	27
American Indian / Native Alaskan	4	10	7	7
Asian	2,296	2,160	1,971	1,858
Filipino	262	174	178	155
Hispanic / Latino	555	495	515	484
Other, Non-White / Unknown	369	424	464	514
White	250	296	286	258
TOTAL	3,769	3,589	3,452	3,303

Source: IUT-15 Race Report, Fall 1992 - Fall 1996

6. TOTAL NUMBER OF INTERNATIONAL STUDENTS ENROLLED AT THE COLLEGE

SECONDARY INDICATORS

During the Fall 1996 semester, 859 international students enrolled at the college. This represents a 24% increase in enrollment from the Fall 1995 semester.

Enrollment of International Students at CCSF: Fall 1993-Fall 1996 *

	Fall 1993		Fall 1994		Fall 1995		Fall 1996	
	Number	%	Number	%	Number	%	Number	%
Female	284	57.4%	354	56.1%	379	54.6%	476	55.4%
Male	211	42.6%	277	43.9%	315	45.4%	383	44.6%
TOTAL	495	100%	631	100%	694	100%	859	100%

Source: ISIS IUT-15 Report, International Students, Fall 1993 - Fall 1996 (Census Wk 1)

* The numbers reported above only represent Credit students with F-1 Visas. Currently, information on other international students is not attainable.

7. NUMBER OF STUDENTS ATTENDING CCSF FROM OUTSIDE THE CITY AND COUNTY OF SAN FRANCISCO

The College is currently working on obtaining information on this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

CHAPTER TWO

PROMOTE STUDENT SUCCESS IN ACHIEVEMENT OF EDUCATIONAL GOALS

The college is a learner-centered environment which develops and encourages essential learning skills and relevant knowledge students need to achieve their educational goals including the associate degree, transfer to baccalaureate institutions, career skills, English As A Second Language instruction and other adult educational goals.

The primary indication of student success is the numbers of students achieving their educational goals.

Primary Indicators

1. Numbers and characteristics of students receiving AA/AS degrees, certificates of completion and awards of achievement in semi-professional programs.
2. Numbers and characteristics of students transferring to baccalaureate institutions.
3. Numbers and characteristics of students in Noncredit programs passing a program exit test.

Secondary Indicators

1. Percentage of Credit students successfully completing a course with a C or Above within the semester.
2. Percentage of Noncredit students retained in a class to the end of the semester.
3. Percentage of new first-time community college students persisting from semester to semester / year to year.
4. Percentage of students persisting from semester to semester / year to year.
5. Numbers, characteristics and percentage of students annually passing the GED examination.
6. Numbers, characteristics and percentage of students (by program) annually passing license examinations.
7. Level of compensation for CCSF students exiting selected programs after one year and three years in the workforce.

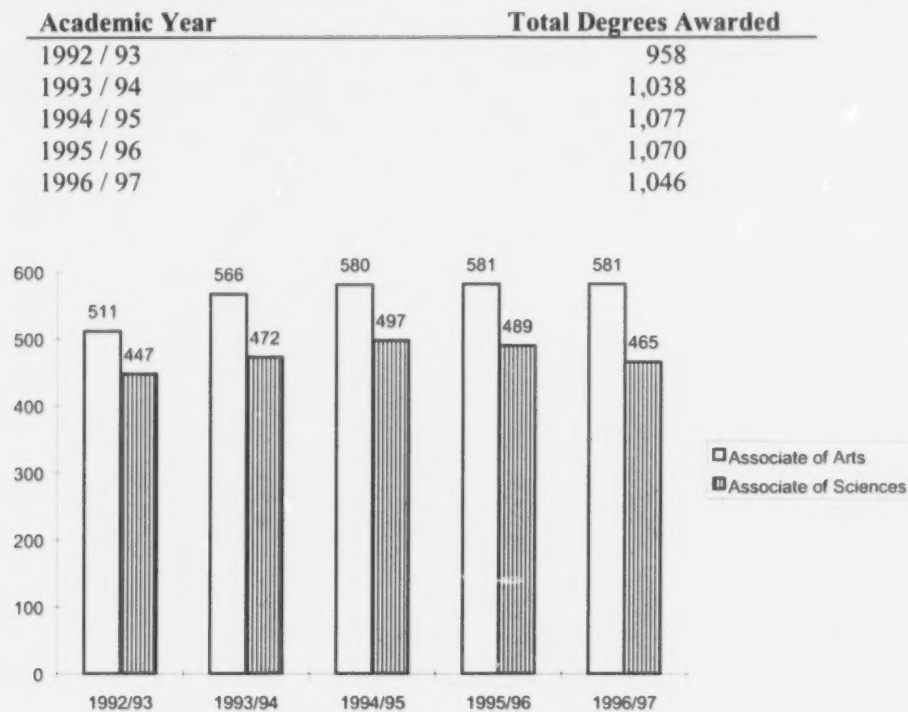
PRIMARY INDICATORS

1. NUMBERS AND CHARACTERISTICS OF STUDENTS RECEIVING AA/AS DEGREES, CERTIFICATES OF COMPLETION, AND AWARDS OF ACHIEVEMENT IN SEMI-PROFESSIONAL PROGRAMS

Number of Associate Degrees Awarded by Academic Year

City College awarded 581 Associated of Arts and 465 Associate of Science degrees during the 1996/97 academic year for a total of 1,046 degrees. There was a slight drop in the number of Associate of Science degrees from the previous year.

Associate Degrees Awarded: 1992/93-1996/97

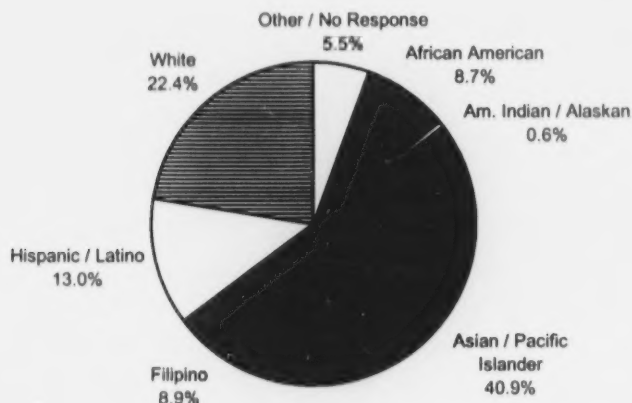


Source: CCSF Office of Admissions and Records (1991/92 - 1995/96)
MIS Annual Report (1996/97)

PRIMARY INDICATORS

Degrees Awarded By Ethnicity, 1996/97 Academic Year

The chart below shows the percentages of the total degrees awarded by City College broken down by ethnic group. Asian / Pacific Islanders received the most degrees (40.9%) followed by Whites (22.4%), Filipinos (8.9%), Hispanic / Latinos (13%), and African Americans (8.7%).



Source: CPEC 1996/97 Degrees By Discipline Report (Report Date: 1/20/98)

Certificates Awarded: 1996/97 Academic Year

During the 1996/97 academic year, City College departments and programs awarded 736 certificates. The numbers recorded below represent only those certificates that are reported to Provost's Office. Certificates awarded by individual departments or programs which are not reported to the Provost's Office are in turn not included in CCSF's MIS state reports. CPEC reports or current measures from individual departments may vary slightly and additional awards may be noted in future additions. The college is currently working on an uniform reporting system for certificates and awards that will correct this problem.

Certificates Awarded: 1996/97

Certificate Programs	Number of Certificates
Certificates Under One Year	
Nutrition and Food	26

PRIMARY INDICATORS

Certificate Programs (continued)	Number of Certificates
<i>2 - 4 Year Certificates</i>	
Accounting	11
Administration of Justice	7
Architectural Technology	1
Automotive Technology	6
Child Development	21
Court Reporting	6
Computer Programming	22
Construction Crafts	1
Dental Technician	18
Dental Assistant	26
Drafting Technology	33
Electronics & Electricity	8
Electro-Diagnostic Technology	47
Environmental Control Technology (HVAC)	4
Fashion Merchandising	1
Fire Control Technology	2
Health Professions, General	23
Health Information Technology	108
Industrial Electronics	31
Landscape Design	19
Labor and Industrial Relations	6
Legal Secretary	23
Library Technician	16
Management Development	40
Marketing	2
Medical Assistant and Office Technician	2
Nursing, R.N.	55
Nursing, L.V.N.	78
Nutrition and Food	47
Photography	2
Pharmacy Technician	17
Plumbing, Pipefitting	1
Printing and Lithography	9
Real Estate	4
Secretary / Administration	7
Travel Services and Tourism	6
TOTAL	736

Source: MIS Annual Report (1996/97)

PRIMARY INDICATORS

2. NUMBERS AND CHARACTERISTICS OF STUDENTS TRANSFERRING TO BACCALAUREATE INSTITUTIONS

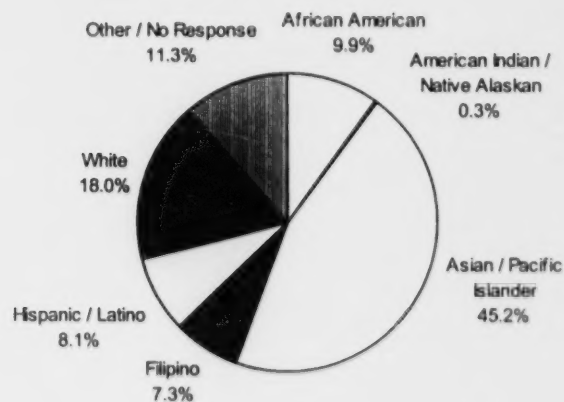
California State University

The numbers of students transferring to the California State University system is highlighted in the table on the next page. Efforts to increase our transfer numbers are outlined in the college's Transfer Enhancement Plan.

Transfers to CSU by Ethnicity: 1993/94-1996/97

	1993/94	1994/95	1995/96	Fall 1996*
African American	80	91	93	74
American Indian / Native Alaskan	4	9	4	2
Asian / Pacific Islander	512	645	595	336
Filipino	56	85	93	54
Hispanic / Latino	103	121	117	60
White	191	222	204	134
Other / No Response	186	154	196	84
TOTAL	1,132	1,327	1,302	744

Transfers to CSU by Ethnicity: Fall 1996



Source: CPEC Student Profiles 1997

* 1996/97 data includes fall transfers only, full year figures were not available at time of publication.

PRIMARY INDICATORS

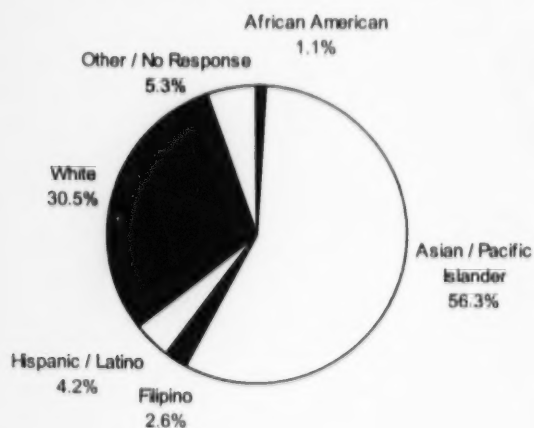
University of California

The numbers of students transferring to the University of California system is highlighted in the table on the next page. City College of San Francisco has begun implementing a Transfer Enhancement Plan to increase the numbers of students transferring to baccalaureate institutions, particularly those students from underrepresented groups.

Transfers to UC by Ethnicity: 1993/94-1996/97

	1993/94	1994/95	1995/96	Fall 1996*
African American	4	6	10	2
American Indian / Native Alaskan	3	1	2	0
Asian / Pacific Islander	132	132	120	107
Filipino	12	5	5	5
Hispanic / Latino	15	22	20	8
White	81	73	69	58
Other / No Response	22	16	25	10
TOTAL	269	255	251	190

Transfers to UC by Ethnicity: Fall 1996



Source: CPEC Student Profiles 1997

* 1996/97 data includes fall transfers only, full year figures were not available at time of publication.

PRIMARY INDICATORS

3. NUMBERS AND CHARACTERISTICS OF STUDENTS IN NONCREDIT PROGRAMS PASSING A PROGRAM EXIT TEST

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

SECONDARY INDICATORS

1. PERCENTAGE OF CREDIT STUDENTS SUCCESSFULLY COMPLETING A COURSE WITH A "C" OR ABOVE WITHIN THE SEMESTER

In *The Effectiveness of California Community Colleges on Selected Performance Measures* report, the State Chancellor's Office defines Successful Course Completion as follows:

"The successful course completion rate is the sum of course enrollments receiving an official end-of-term letter grade of A, B, C, or CR divided by attempted course enrollment. Attempted enrollment includes the sum of students receiving an official end-of-term letter grade of A, B, C, CR, D, NC, F, I, W, and MW."

Based on this definition, successful course completion reported by school and department are highlighted in the tables on the following pages for Fall 1995 and Fall 1996. The overall successful course completion rate (C or better) for Fall 1996 Credit courses offered at CCSF was 66.8%. This is comparable to the Statewide average of 66.8% for the Fall 1995 term (1996 data is not yet available).

School of Science and Mathematics Course Completion: Fall 1995-Fall 1996

	Fall 1995		Fall 1996	
	End Enrl	% Success	End Enrl	% Success
Architecture	464	69.4%	447	72.5%
Astronomy	755	71.8%	744	67.1%
Biological Sciences	2877	64.4%	2702	64.5%
Chemistry	1673	46.1%	1496	43.7%
Computer & Information Science	3225	61.9%	4422	63.2%
Earth Sciences	343	69.1%	372	71.0%
Engineering	986	80.4%	957	74.6%
Mathematics	4705	52.9%	4827	52.2%
Physics	1385	72.2%	1413	71.4%
SCHOOL TOTAL: % Successful Compl.		61.0%		60.5%

Source: ICL-80 (Final Grade Distribution Report), Fall 1995 - Fall 1996

SECONDARY INDICATORS

School of Applied Science & Technology Course Completion: Fall 1995-Fall 1996

	Fall 1995		Fall 1996	
	End Enrl	% Success	End Enrl	% Success
Aeronautics	349	90.3%	333	87.1%
Automotive/Trade Skills	317	82.6%	345	79.4%
Consumer Arts & Sciences	160	59.4%	194	64.9%
Ornamental Horticulture	599	68.6%	656	71.2%
Hotel & Restaurant	896	88.3%	866	88.8%
Labor Studies	144	85.4%	114	79.8%
Public Safety	144	85.4%	114	79.8%
SCHOOL TOTAL: % Successful Compl.		78.2%		78.3%

School of Health & Physical Education Course Completion: Fall 1995-Fall 1996

	Fall 1995		Fall 1996	
	End Enrl	% Success	End Enrl	% Success
Dental Assisting	176	73.3%	190	74.7%
Dental Lab Technology	102	60.8%	92	66.3%
Diagnostic Medical Imaging	193	86.5%	165	94.5%
Health Care Technology	970	80.0%	897	75.7%
Health Science	1912	72.5%	1953	74.4%
Nursing (LVN)	758	90.4%	705	87.9%
Nursing (RN)	402	86.3%	359	80.2%
Physical Education	6479	79.4%	6383	79.4%
Radiology / Oncology	64	85.9%	49	93.9%
SCHOOL TOTAL: % Successful Compl.		79.2%		78.9%

Source: ICL-80 (Final Grade Distribution Report), Fall 1995 - Fall 1996

SECONDARY INDICATORS

School of Library & Learning Resources Course Completion: Fall 1995-Fall 1996

	Fall 1995		Fall 1996	
	End Enrl	% Success	End Enrl	% Success
Library Information Technology	216	80.6%	247	80.2%
Library Orientation	75	41.3%	90	53.3%
SCHOOL TOTAL: % Successful Compl.		70.5%		73.0%

School of Business Course Completion: Fall 1995-Fall 1996

	Fall 1995		Fall 1996	
	End Enrl	% Success	End Enrl	% Success
Business	5042	65.4%	4566	64.2%
SCHOOL TOTAL: % Successful Compl.		65.4%		64.2%

School of Behavioral & Social Sciences Course Completion: Fall 1995-Fall 1996

	Fall 1995		Fall 1996	
	End Enrl	% Success	End Enrl	% Success
African American Studies	59	57.6%	102	52.0%
Asian American Studies	440	87.7%	437	80.3%
Asian Studies			18	44.4%
Behavioral Sciences	3510	66.8%	3341	63.2%
Child Development & Family Studies	1298	83.1%	1379	82.7%
Disabled Students Programs & Services	140	69.3%	137	76.6%
Guidance	460	74.8%	438	70.5%
Interdisciplinary Studies	410	57.1%	346	65.9%
Learning Assistance	531	57.8%	487	61.8%
Philippine Studies	73	76.7%	62	77.4%
Social Sciences	6408	65.4%	6157	63.1%
Student Activities	56	73.2%	27	88.9%
SCHOOL TOTAL: % Successful Compl.		67.5%		65.6%

Source: ICL-80 (Final Grade Distribution Report), Fall 1995 - Fall 1996

School of International Education & ESL Course Completion: Fall 1995-Fall 1996

SECONDARY INDICATORS

	Fall 1995		Fall 1996	
	End Enrl	% Success	End Enrl	% Success
ESL (Credit)	5793	70.2%	5614	66.8%
International Education	115	89.6%	115	92.2%
SCHOOL TOTAL: % Successful Compl.		70.6%		67.3%

School of Liberal Arts Course Completion: Fall 1995-Fall 1996

	Fall 1995		Fall 1996	
	End Enrl	% Success	End Enrl	% Success
Art	2068	70.7%	2158	73.4%
Broadcasting	324	57.1%	279	53.8%
English	7185	62.1%	7233	61.6%
Film	658	65.0%	660	62.9%
Foreign Languages	3750	65.9%	4350	63.4%
Gay & Lesbian Studies	69	65.2%	95	70.5%
Graphic Communications	510	76.5%	637	72.1%
Journalism	84	54.8%	104	51.0%
Music	1950	73.0%	2100	68.2%
Photography	864	58.6%	845	61.2%
Theater Arts	511	72.2%	532	73.5%
SCHOOL TOTAL: % Successful Compl.		65.6%		64.7%

Source: ICL-80 (Final Grade Distribution Report), Fall 1995 - Fall 1996

2. PERCENTAGE OF NONCREDIT STUDENTS RETAINED IN A CLASS TO THE END OF THE SEMESTER

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

3. PERCENTAGE OF NEW FIRST-TIME COMMUNITY COLLEGE STUDENTS

SECONDARY INDICATORS

PERSISTING FROM SEMESTER TO SEMESTER / YEAR TO YEAR

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

4. PERCENTAGE OF STUDENTS PERSISTING FROM SEMESTER TO SEMESTER / YEAR TO YEAR

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

5. NUMBERS, CHARACTERISTICS AND PERCENTAGES OF STUDENTS ANNUALLY PASSING THE GED EXAMINATION

A total of 1,260 people took a GED exam in 1996 (Jan.1 - Dec. 31). Each examinee takes five subtests (Literature, Mathematics, Science, Social Studies, and Writing) and attends at least four testing sessions. Of the 1,260 examinees, **725** received a GED certificate*. 57.5% of the GED examinees stated that they took the GED to continue their education at the college level or in a training program.

Numbers of Students taking the GED Exam by Age: 1993-1996

	1993	1994	1995	1996
19 and Under	446	433	448	395
20 - 24	470	469	438	366
25 - 29	234	243	241	202
30 - 34	156	156	144	130
35 - 39	89	128	102	81
40 - 49	74	85	82	67
50 and Older	20	28	27	19
TOTAL	1,489	1,528	1,482	1,260

Source: CCSF GED Office

* Examinees who did not receive a certificate in 1996 may not have completed the entire GED testing process during that year.

6. NUMBERS, CHARACTERISTICS AND PERCENTAGES OF STUDENTS (BY

SECONDARY INDICATORS

PROGRAM) ANNUALLY PASSING LICENSE EXAMINATIONS

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

7. LEVEL OF COMPENSATION FOR CCSF STUDENTS EXITING SELECTED PROGRAMS AFTER ONE YEAR AND THREE YEARS IN THE WORKFORCE

The State Chancellor's Office in conjunction with the Employment Development Department (EDD) has developed a UI (Unemployment Insurance) Wage Data reporting system. The UI Wage Data reports monitor the employment and earning gains of Vocational Education program completers and leavers.

Completers refers to those students who have successfully completed a vocational course at a SAM C level or above and received a non-vocational degree or certificate.

Leavers refers to those students who have successfully completed a vocational course at SAM C level or above.

SAM Code definitions are as follows:

- A = Apprenticeship (offered to apprentices only)
- B = Advanced Occupational (not limited to apprentices)
- C = Clearly Occupational (but not advanced)
- D = Possibly Occupational
- E = Non-Occupational

The 1992/93 reports contain information on students' (program completers and leavers) employment and earnings their last year in college and three years out of college (1995/96). The reports monitor all students who last attended a community college in the 1992/93 academic year and did not return to any California Community College in the following two years.

The 1992/93 cohort of community college leavers does not include students who transferred to the CSU system because they are continuing their education and probably not working full time. However, persons transferring to the UC system, private institutions, and out-of-state universities cannot be excluded yet from the reports. This has the effect of driving the reported wages down, since college attendance may be suppressing their wages. Wage data is unavailable for those students employed by the Federal government or the military, the unemployed, self-employed or those employed out of state.

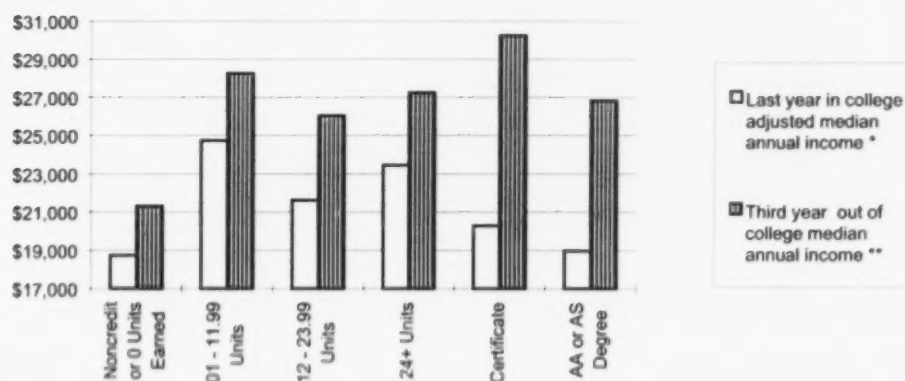
The State Chancellor's Office is hopeful they will be able to identify more transfer students in the future and not include them in the UI Wage Data reports. Further, future reports should include more employed groups (such as the military employed). These figures will be included in any future publications as they are made available.

SECONDARY INDICATORS

The tables below show the 1992/93 UI Wage data for City College students (Credit and Noncredit) enrolled in Vocational courses along with the statewide totals for the same time period. The medium annual income for City College students who took any vocational course work their third year out of college was \$23,465 as compared to a statewide medium annual income of \$25,341*. Students completing a Vocational Certificate or Associate's Degree increased their average annual wages by nearly \$9000.

Wages of CCSF Students by Unit's Completed: 1992/93 Cohort

Unit's Completed	Adjusted Median Income *		% increase
	Last year in	Third year out	
Noncredit or 0 Units Earned	\$18,728	\$21,301	13.74%
.01 - 11.99 Units	\$24,727	\$28,260	14.29%
12 - 23.99 Units	\$21,613	\$26,034	20.45%
24+ Units	\$23,447	\$27,246	16.20%
Certificate	\$20,258	\$30,226	49.21%
AA or AS Degree	\$18,950	\$26,817	41.52%
All Students** (Average)	\$20,830	\$23,465	12.65%



Source: 1997 CCC State Chancellor's Office report

* Income amounts are adjusted to 1996 dollars.

** Includes only students who took vocational courses for which wage data is available and who did not enroll at CSU. Does not include Federal or Military employees, self-employed or unemployed.

Wages reported here may be somewhat lower than actual earnings because of the inclusion of UC students and the exclusion of the self-employed, out of state employed, and Federal and Military employees.

SECONDARY INDICATORS

Wages of Statewide Community College Students by Unit's Completed: 1992/93 Cohort

Unit's Completed	Adjusted Median Income *		% increase
	Last year in	Third year out	
Noncredit or 0 Units Earned	\$18,341	\$20,948	14.21%
.01 - 11.99 Units	\$25,693	\$27,847	8.38%
12 - 23.99 Units	\$21,457	\$24,970	16.37%
24+ Units	\$21,076	\$25,584	21.39%
Certificate	\$22,384	\$28,403	26.89%
AA or AS Degree	\$16,299	\$26,790	64.37%
All Students** (Average)	\$22,259	\$25,341	13.85%

Source: 1997 CCC State Chancellor's Office report

* Income amounts are adjusted to 1996 dollars.

** Includes only students who took vocational courses for which wage data is available and who did not enroll at CSU. Does not include Federal or Military employees, self-employed or unemployed.

Wages reported here may be somewhat lower than actual earnings because of the inclusion of UC students and the exclusion of the self-employed, out of state employed, and Federal and Military employees.

Earnings of CCSF Vocational Students *

Unit's Completed	Adjusted Median Income **		% increase
	Last year in	Third year out	

SECONDARY INDICATORS

Academically Disadvantaged	\$17,015	\$23,907	40.50%
Not Academically Disadvantaged	\$20,271	\$27,457	35.45%
Disabled ***	***	***	***
Not Disabled	\$19,561	\$27,000	38.03%
Economically Disadvantaged ***	***	***	***
Not Economically Disadvantaged	\$19,704	\$27,084	37.45%
Limited English Proficiency	\$14,688	\$22,414	52.60%
Not Limited English Proficiency	\$20,397	\$27,946	37.01%
Asian	\$19,113	\$25,668	34.30%
Black	\$21,427	\$26,680	24.52%
Hispanic	\$21,657	\$29,220	34.92%
Other Non-White	\$23,007	\$29,797	29.51%
White	\$19,067	\$26,817	40.64%
Female	\$19,247	\$26,496	37.66%
Male	\$20,284	\$28,255	39.30%
18+ to Under 25 Years of Age	\$12,734	\$21,892	71.92%
25+ to Under 35 Years of Age	\$20,103	\$27,774	38.16%
35 Years and Older	\$27,517	\$31,931	16.04%
All Vocational Students *	\$19,417	\$26,966	38.88%

Source: 1997 CCC State Chancellor's Office report

* Includes only students who **completed at least 12 hours of vocational courses** for which wage data is available and who did not enroll at CSU. Does not include Federal or Military employees, self-employed or unemployed.

** Income amounts are adjusted to 1996 dollars.

*** An insufficient number (less than 5) of students were in this category to reveal median wages without violating privacy.

Wages reported here may be somewhat lower than actual earnings because of the inclusion of UC students and the exclusion of the self-employed, out of state employed, and Federal and Military employees.

CHAPTER THREE

IMPROVE SATISFACTION WITH COLLEGE SERVICES

All students should receive educational services of the highest quality, and faculty, staff and administration should be able to rely upon the most efficient and effective college operations to fulfill their professional commitments to providing those services. College operations and services will rely upon a collegewide program review system as well as quality improvement processes to ensure that all students and CCSF employees receive the most reliable and efficient possible services.

Students and CCSF employees comprise the major groups that use college services. Indicators of how well the college provides services will rely upon satisfaction surveys developed collaboratively, primarily through the program review process.

Primary Indicators

1. Percentage of students surveyed indicating satisfaction with college instruction and student support services.
2. Percentage of CCSF employees indicating satisfaction with college services.

Secondary Indicators

1. Percentage of students satisfied with scheduling and availability of classes.
2. Percentage of students / CCSF employees indicating satisfaction with college learning environments (e.g., campus climate; facilities; access to technology; etc.)
3. Numbers and types of formal grievances filed by students annually and upheld by the Student Grievance System.

PRIMARY INDICATORS

1. PERCENTAGE OF STUDENTS SURVEYED INDICATING SATISFACTION WITH COLLEGE INSTRUCTION AND STUDENT SUPPORT SERVICES

Instructional Survey, 1996/97 Program Review Cycle

As part of the 1996/97 Program Review cycle, a student satisfaction survey was administered to students enrolled in courses in the instructional departments undergoing program review. The survey was developed by the Office of Institutional Research & Planning in conjunction with the Department Chairs, School Deans, the Program Review Committee and the Research Committee. Results from the survey presented in this chapter pertain to student satisfaction regarding Instruction and Facilities, and are provided at the school level.

Over 4,600 students responded to the instructional satisfaction survey, representing almost 13% of the total student population in Spring 1996. Demographic information on the students responding to the instructional survey is provided below.

Distribution of Student Satisfaction Survey Respondents

	Credit	Noncredit
Female	55.5%	53.4%
Male	42.8%	45.2%
No Response	1.7%	1.4%
19 or under	7.7%	0.0%
20 - 24	36.7%	0.5%
25 - 29	19.8%	1.4%
30 - 34	12.8%	2.4%
35 - 39	8.0%	1.2%
40 - 40	9.6%	2.4%
50 and older	5.2%	92.0%
Unknown / No Response	0.2%	0.2%
American Indian / Alaskan	0.7%	0.0%
African American	8.8%	16.1%
Asian / Pacific Islander	32.2%	24.6%
Filipino	9.5%	15.8%
Hispanic / Latino	12.4%	4.0%
Other Non-White	2.1%	0.0%
White	28.1%	35.0%
Unknown / No Response	6.2%	4.5%

Source: CCSF Office of Research and Planning

PRIMARY INDICATORS

Departments Administering Student Satisfaction Surveys: 1996/97 *

School of Applied Science & Technology
Environmental Horticulture / Retail Floristry
Public Safety / Fire Science

School of Business
International Business
Legal Assisting
Real Estate
Small Business / Supervision & Management

School of Health & Physical Education
Consumer Education
Echocardiography / Cardiovascular Technician
EKG Technician
Physical Education

Library and Learning Resources
Library Information Technology
Learning Assistance

School of Behavioral & Social Sciences
African American Studies
Asian American Studies
Interdisciplinary Studies
Latin American Studies
Philippine Studies

School of Liberal Arts
Broadcast Communications
English
Foreign Languages
Theater Arts

School of Science and Mathematics
Astronomy
Biological Sciences
Earth Sciences

* No departments in the School of International Education & ESL administered the instructional survey for the 1996/97 program review cycle.

Rate the overall quality of instruction in this department (1 = poor and 8 = excellent)

45% of the students responding to the Satisfaction Survey gave overall quality the highest rating (8 or excellent). The School of Health & Physical Education received the highest rating of 71.4%. The following table provides the percentage of respondents answering in each rating category by department.

Overall Quality of Instruction

	1	2	3	4	5	6	7	8
Applied Science /Technology	0.3	0.0	0.6	2.3	6.1	12.2	28.3	50.2
Behavioral / Social Sciences	0.1	1.3	1.0	3.2	9.1	16.3	29.9	39.1
Business	0.3	0.3	1.0	2.6	9.6	16.2	34.3	35.6
Health / Physical Education	0.1	0.3	0.3	0.2	1.6	6.5	19.5	71.4
Liberal Arts	0.2	0.9	1.4	4.1	8.0	17.6	30.2	37.5
Library / Learning Resources	0.0	0.0	0.0	3.0	8.0	7.0	29.0	53.0
Sciences / Mathematics	0.3	0.5	2.3	2.3	8.0	20.6	31.2	34.9
Aggregate Total	0.2%	0.7%	1.1%	2.7%	6.9%	15.0%	28.3%	45.0%

Source: CCSF Office of Research and Planning

PRIMARY INDICATORS

Rate the availability of instructors in this department during office hours (1 = poor and 8 = excellent)

Students filling out surveys in the School of Health & Physical Education rated the availability of instructors during office hours higher than in the other schools (63.0% in Health & Physical Education compared to 39.0% overall). The following table provides the percentage of respondents answering in each rating category by department.

Availability of Instructors

	1	2	3	4	5	6	7	8
Applied Science /Technology	1.4	0.0	1.4	6.6	14.1	15.5	21.4	39.7
Behavioral / Social Sciences	0.9	0.7	1.8	5.3	15.4	15.4	27.2	33.3
Business	1.1	1.8	5.7	7.9	14.6	22.9	21.1	25.0
Health / Physical Education	0.6	0.6	0.7	2.3	4.4	6.6	21.7	63.0
Liberal Arts	0.6	1.0	2.4	7.1	14.4	16.5	23.4	34.6
Library / Learning Resources	1.0	1.0	0.0	4.1	7.1	11.2	33.7	41.8
Sciences / Mathematics	1.0	0.7	2.5	7.0	14.0	19.8	24.6	30.4
Aggregate Total	0.8%	0.8%	2.1%	5.9%	12.5%	15.2%	23.8%	39.0%

Source: CCSF Office of Research and Planning

Student Services Surveys, Program Review

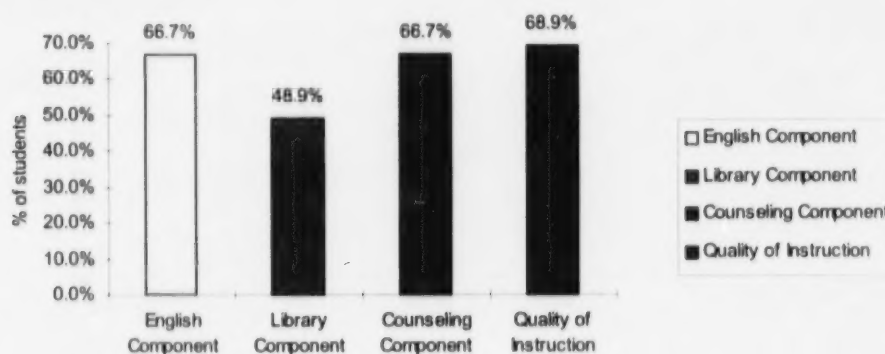
The African American Achievement Program (AAAP), African American Retention Program (AARP), Latino Retention Program (LRP) and the Tutorial Center have administered student satisfaction surveys as part of their program reviews over the past year. The following numbers of students responded to each of these surveys: 45 students to the AAAP survey; 25 students to AARP; 25 students to LRP; and 360 students to the Tutorial Center survey. Some of the results from these surveys are highlighted in the Student Services section. (Student satisfaction with Learning Assistance and the Puente Project are included in the Instructional Survey responses.) Comparable results from program review surveys administered over the last two years in Admissions and Records, Financial Aid, Counseling, Career Development and Placement Center, and Student Health are also included.

PRIMARY INDICATORS

African American Achievement Program (AAAP) Percentage of students responding with an 8 or Excellent

Two thirds (66.7%) of the students surveyed for the African American Achievement Program (AAAP) gave the English and Counseling components of the program the highest rating of 8 or excellent. Similarly, almost 69% of the students surveyed gave the overall quality of instruction in AAAP an excellent rating. The following graph highlights these.

Percentage of AAAP Students Ranking Services Excellent



Source: CCSF Office of Research and Planning

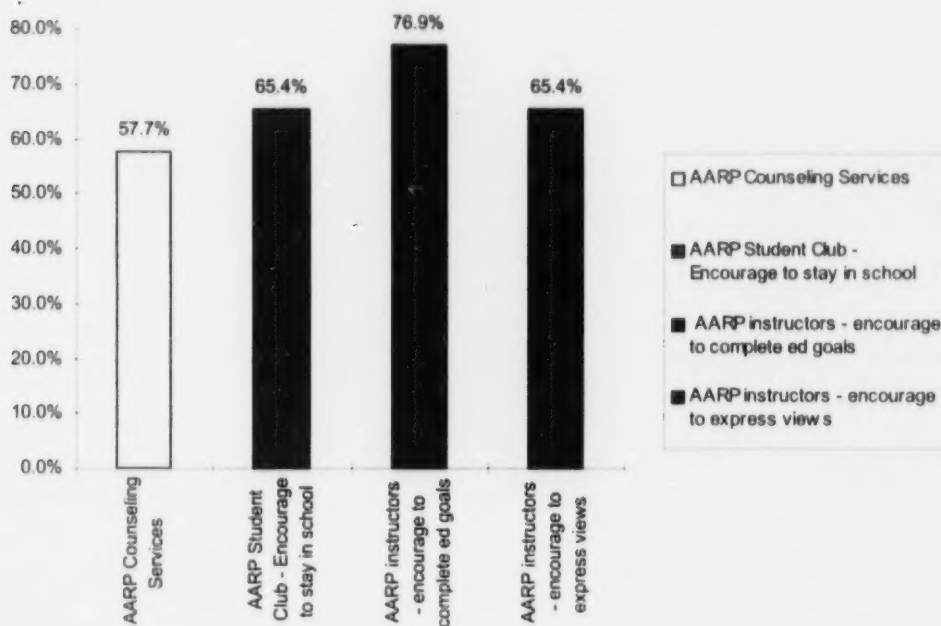
African American Retention Program (AARP)

PRIMARY INDICATORS

Percentage of students responding with a 5 or Excellent

Students responding to the survey for the African American Retention Program (AARP) gave the program high marks. Almost 77% of the AARP students said that the instructors in the program encouraged them to complete their educational goals.

Percentage of AARP Students Ranking Services Excellent



Source: CCSF Office of Research and Planning

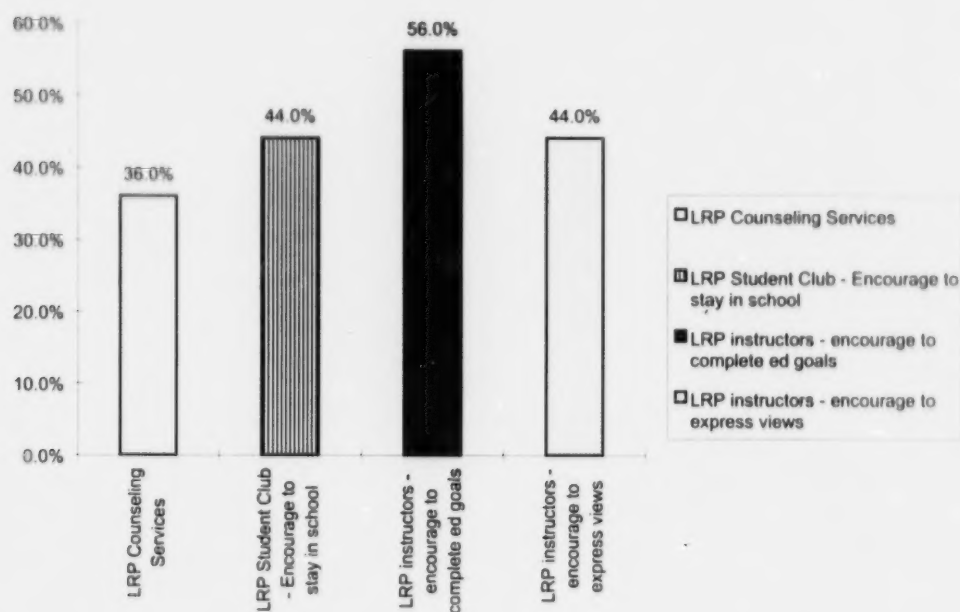
Latino Retention Program (LRP)

Percentage of students responding with a 5 or Excellent

PRIMARY INDICATORS

Students responding to the Latino Retention Program (LRP) survey were most satisfied with the encouragement they receive from LRP instructors (56% gave it a 5 or excellent).

Percentage of LRP Students Ranking Services Excellent



Source: CCSF Office of Research and Planning

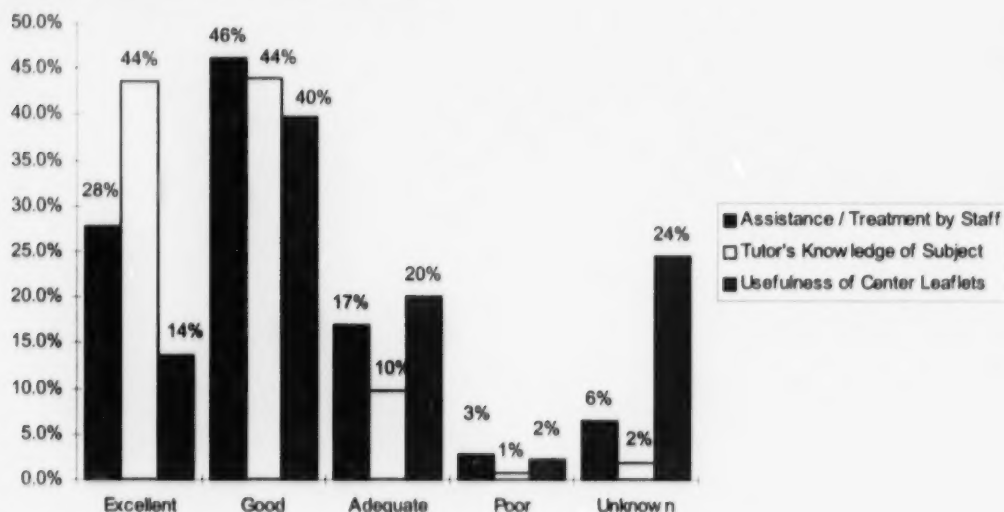
Tutorial Center

Rate the following services from Excellent to Poor

PRIMARY INDICATORS

Tutor's knowledge of the subject received the highest marks from students rating services offered by the Tutorial Center (43.6% rated it as "Excellent" and 43.9% as "Good"). Most students felt that their treatment or assistance by the Tutorial Center staff was either Excellent or Good.

Student Evaluation of Tutoring Services



Source: CCSF Office of Research and Planning

Student Responses to the Grades Expected BEFORE and AFTER Tutoring

Tutorial Center survey results show that students have high expectations of receiving a letter grade of an A or B after tutoring. Over 80% of the students expected to receive an A or B after tutoring while only 37% expected to receive an A or B before tutoring.

Grades Expected Before and After Tutoring

	A	B	C	D or F	Drop or Withdraw
Grade expected BEFORE tutoring	7.8%	29.2%	40.8%	15.3%	2.5%
Grade expected AFTER tutoring	35.0%	45.6%	11.7%	0.8%	0.3%

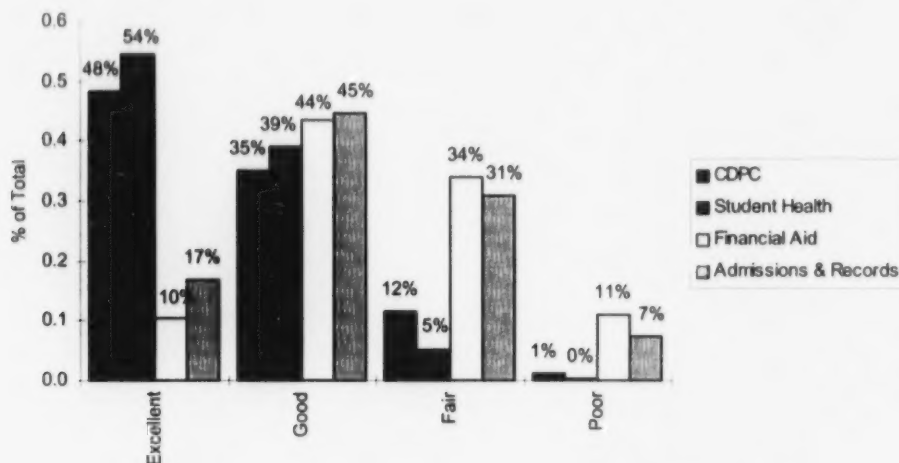
Source: CCSF Office of Research and Planning

Overall, how were you treated?

PRIMARY INDICATORS

Over 54% of the students surveyed for Student Health (470 total) and over 48% of the students surveyed for the Career Development Placement Center or CDPC (208 total) gave the overall treatment at each of the student services an excellent rating. Information for Admissions & Records and Financial Aid (from Program Review surveys administered in Fall 1994) are included for comparison.

Student Evaluation of Treatment at College Services



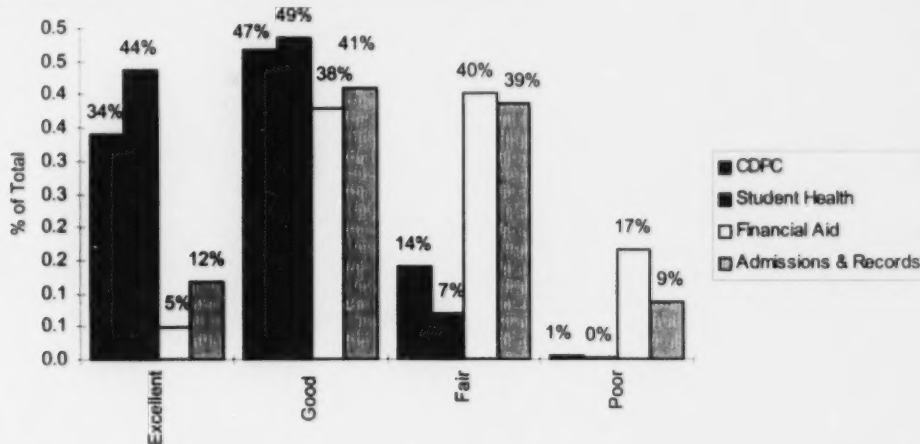
Source: CCSF Office of Research and Planning

How comfortable was the environment for you?

PRIMARY INDICATORS

Most of the students surveyed for Student Health and CDPC felt the environment at each of the student services was comfortable for them (80.7% rated it as excellent or good for CDPC and 92.2% for Student Health). Information for Admissions & Records (510 respondents) and Financial Aid (594 respondents) from Program Review surveys administered in Fall 1994 are included for comparison.

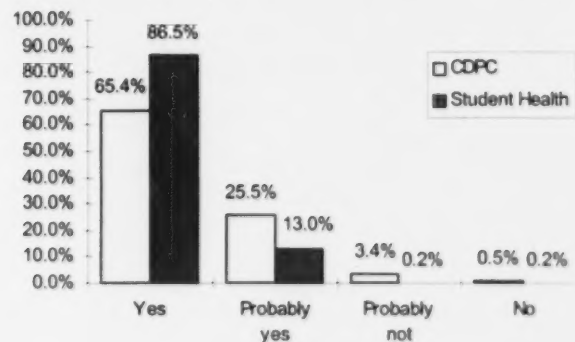
Student Evaluation of Comfort with College Services



Would you recommend this service to others? *

The vast majority of students surveyed would definitely recommend each of the student services to others (65% for CDPC and 86% for Student Health).

Percentage of Students that would Recommend Services to Others



Source: CCSF Office of Research and Planning

* This question was not asked on the Admissions & Records or Financial Aid surveys.

2. PERCENTAGE OF CCSF EMPLOYEES INDICATING SATISFACTION WITH COLLEGE SERVICES

PRIMARY INDICATORS

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

SECONDARY INDICATORS

1. PERCENTAGE OF STUDENTS SATISFIED WITH SCHEDULING AND AVAILABILITY OF CLASSES

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

2. PERCENTAGE OF STUDENTS / CCSF EMPLOYEES INDICATING SATISFACTION WITH COLLEGE LEARNING ENVIRONMENTS (e.g., campus climate; facilities; access to technology; etc.)

Classroom Facilities

Students rated their classroom facilities on the Instructional Survey during the 1996/97 Program Review cycle. The Instructional Survey is a student satisfaction survey was administered to students enrolled in courses in the instructional departments undergoing program review.

Over 4,600 students responded to the instructional satisfaction survey, representing almost 13% of the total student population in Spring 1996.

Rate the classroom facilities in this department (1 = poor and 8 = excellent)

Responses from the instructional student satisfaction survey show that students had low ratings for classroom facilities with the exception of students taking classes in Library / Learning Resources. The following table provides the percentage of respondents answering in each rating category by department.

Quality of Classroom Facilities

	1	2	3	4	5	6	7	8
Applied Science /Technology	4.2	2.6	2.3	6.4	18.3	17.4	21.9	27.0
Behavioral / Social Sciences	2.0	1.6	3.2	10.6	17.9	23.0	21.0	20.7
Business	0.7	1.0	4.0	8.7	20.1	27.1	19.1	19.4
Health / Physical Education	6.4	2.2	1.7	4.5	10.0	21.6	25.0	28.7
Liberal Arts	5.4	4.7	6.6	11.0	20.0	22.1	17.2	13.0
Library / Learning Resources	2.0	0.0	2.0	3.9	13.7	12.7	25.5	40.2
Sciences / Mathematics	2.1	3.8	5.6	7.1	18.9	26.9	21.5	14.1
Aggregate Total	3.3%	2.7%	3.6%	7.5%	17.0%	21.5%	21.6%	23.3%

Source: CCSF Office of Research and Planning

SECONDARY INDICATORS

3. NUMBERS AND TYPES OF FORMAL GRIEVANCES FILED BY STUDENTS ANNUALLY AND UPHELD BY THE STUDENT GRIEVANCE SYSTEM

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

CHAPTER FOUR

PROMOTE A SUPPORTIVE AND POSITIVE WORKPLACE

To better serve our students and communities, CCSF will promote a supportive work environment which fosters collaboration and communication, builds effective staff development programs, ensures healthy working conditions, and strives to be among the most productive and best compensated workforces in the California community college system.

The primary indication that the college is meeting its goal of developing a healthy workplace is the satisfaction of all of its employees. Indicators of employee satisfaction will rely upon surveys developed collaboratively with college organizations.

Primary Indicator

1. Percentage of CCSF employees indicating satisfaction with college working environment (e.g., facilities; access to technology; levels of compensation; working conditions; communication; interactions with other employees; staff development).

Secondary Indicators

1. Numbers of formal grievances filed by CCSF employees and resolved by the college.
2. Rank of the college among Bay 10 Community Colleges in salary and fringe benefits.
3. Numbers and characteristics of administrators, faculty and staff compared to Adult population in the 30 mile radius of the city and county of San Francisco.
4. Ratio of full-time to part-time faculty and Classified FTE staff compared by college, school and department.
5. Satisfaction ratings of CCSF employees with Career Ladder Opportunities by employee category.
6. CCSF employee satisfaction ratings with level of collaboration and civility within the college.
7. Number of workers compensation claims awarded annually.

PRIMARY INDICATOR

1. PERCENTAGE OF CCSF EMPLOYEES INDICATING SATISFACTION WITH COLLEGE WORKING ENVIRONMENTS

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

SECONDARY INDICATOR

1. NUMBERS OF FORMAL GRIEVANCES FILED BY CCSF EMPLOYEES AND RESOLVED BY THE COLLEGE

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

2. RANK OF THE COLLEGE AMONG BAY 10 COMMUNITY COLLEGES IN SALARY AND FRINGE BENEFITS

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

SECONDARY INDICATOR

3. NUMBERS AND CHARACTERISTICS OF ADMINISTRATORS, FACULTY AND STAFF COMPARED TO THE ADULT POPULATION IN THE 30 MILE RADIUS OF THE CITY AND COUNTY OF SAN FRANCISCO

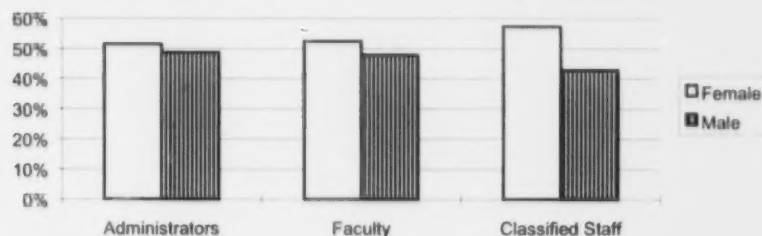
Gender Distribution of CCSF Staff, Fall 94 - Fall 96

During the Fall 1996 term the distribution of women increased in all areas of employment at CCSF. The number of female administrators grew by 1 to 18 or 51.4%. The number of women on the faculty increased to 884 or 52.3%. The number of female classified staff increased to 478 or 57.2%.

Gender Distribution of CCSF Staff: Fall 94-Fall 96

Fall Terms	Administrators			Faculty*			Classified Staff		
	1994	1995	1996	1994	1995	1996	1994	1995	1996
Female	45.2%	47.6%	51.4%	51.4%	51.4%	52.3%	55.8%	56.1%	57.2%
Male	54.8%	52.4%	48.6%	48.6%	48.6%	47.7%	44.2%	43.9%	42.8%

Gender Distribution of CCSF Staff: Fall 96



Source: MIS Staff Data, Fall 1994-Fall 1996; Staff Data Reports, Fall 1996

* Faculty includes Counselors, Librarians, Nurses and other Certificated.

Ethnicity Distribution of CCSF Staff, Fall 94 - Fall 96

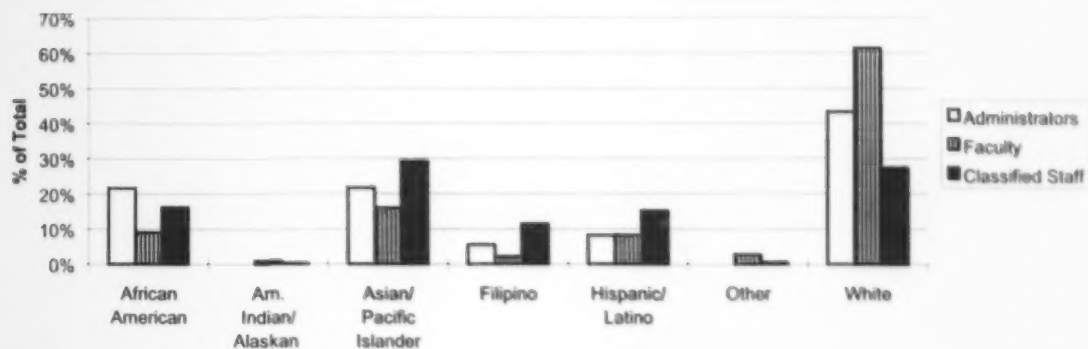
SECONDARY INDICATOR

The ethnic distribution of administrators, faculty and staff is shown in the table below. The percentage of white faculty members decreased slightly to 61.2% in 1996. The percentage of African American administrators increased significantly to 21.6% in 1996. The ethnic distribution of classified staff did not change significantly between 1995 and 1996.

Ethnic Distribution of CCSF Staff: Fall 94-Fall 96

Fall Terms	Administrators			Faculty*			Classified Staff		
	1994	1995	1996	1994	1995	1996	1994	1995	1996
African American	16.7%	16.7%	21.6%	8.7%	9.2%	9.0%	16.0%	16.8%	16.2%
Am. Indian/Alaskan	0.0%	0.0%	0.0%	1.1%	1.0%	0.9%	0.5%	0.4%	0.2%
Asian/Pacific Islander	21.4%	23.8%	21.6%	15.4%	15.4%	15.9%	31.2%	30.2%	29.2%
Filipino	7.1%	4.8%	5.4%	2.0%	2.0%	2.1%	11.9%	11.3%	11.4%
Hispanic/Latino	11.9%	11.9%	8.1%	7.6%	7.6%	8.2%	15.1%	15.3%	15.1%
Other	0.0%	0.0%	0.0%	0.4%	3.2%	2.7%	0.0%	0.5%	0.6%
White	42.9%	42.9%	43.2%	64.9%	61.5%	61.2%	25.3%	25.5%	27.3%

Ethnic Distribution of CCSF Staff: Fall 96



Source: MIS Staff Data, Fall 1994-Fall 1996; Staff Data Reports, Fall 1996

* Faculty includes Counselors, Librarians, Nurses and other Certificated.

Age Distribution of CCSF Staff, Fall 94 - Fall 96

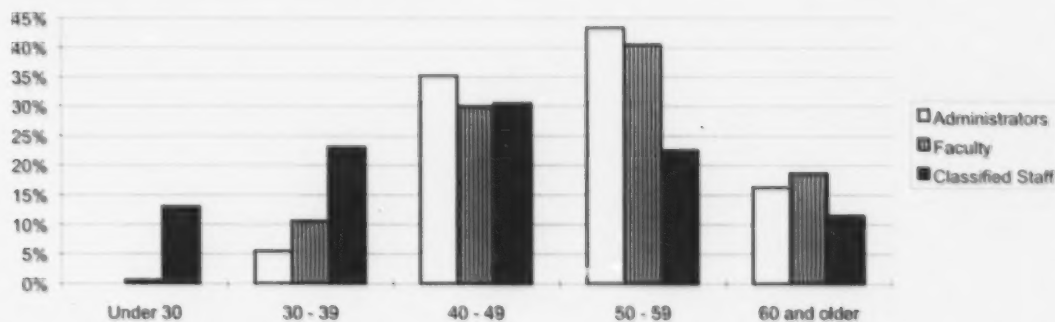
SECONDARY INDICATOR

The percentage of administrators between the ages of 50 and 59 increased to 43.2% while the percentage of administrators over 60 declined to 16.2%, coinciding with some retirement and some younger appointees. The percentage of faculty under age 50 decreased this year to 40.9% while the percentage of faculty 50 and older increased to 59.2%. The percentage of staff under age 50 also decreased to 66.3% while the percentage age 50 and older rose to 33.8%.

Age Distribution of CCSF Staff: Fall 94-Fall 96

Fall Terms	Administrators			Faculty*			Classified Staff		
	1994	1995	1996	1994	1995	1996	1994	1995	1996
Under 30	2.6%	0.0%	0.0%	0.2%	0.9%	0.5%	9.1%	12.9%	12.9%
30 - 39	5.3%	4.8%	5.4%	9.0%	11.6%	10.5%	24.5%	24.6%	23.0%
40 - 49	31.6%	35.7%	35.1%	31.7%	32.4%	29.9%	31.7%	32.0%	30.4%
50 - 59	39.5%	40.5%	43.2%	38.9%	37.8%	40.4%	22.4%	19.7%	22.4%
60 and older	21.1%	19.0%	16.2%	20.2%	17.2%	18.6%	12.3%	10.9%	11.4%
TOTAL (Number)	42	42	37	1,634	1,690	1,690	763	838	835

Age Distribution of CCSF Staff: Fall 96



Source: MIS Staff Data, Fall 1994-Fall 1996; Staff Data Reports, Fall 1996

* Faculty includes Counselors, Librarians, Nurses and other Certificated.

SECONDARY INDICATOR

Ethnic Distribution of CCSF Staff to Bay Area Population (30-Mile Radius) and CCSF Students (Credit and Noncredit): Fall 1996

	Admin.	Faculty *	Classified Staff	Bay Area Pop. (18 +)	CCSF (CR and NC)
African American	21.6%	9.0%	16.2%	10.6%	7.3%
Am. Indian / Alaskan	0.0%	0.9%	0.2%	0.4%	0.5%
Asian / Pacific Islander**	21.6%	15.9%	29.2%	15.4%	36.3%
Filipino**	5.4%	2.1%	11.4%		5.4%
Hispanic / Latino	8.1%	8.2%	15.1%	11.9%	17.6%
White	43.2%	61.2%	27.3%	61.4%	26.8%
Other / Unknown	0.0%	2.7%	0.6%	0.1%	6.1%

Source: MIS Staff Data, Fall 1996; CCC Chancellor's Office "Local Staff Availability Data" (1990 Census Data).

* Faculty includes Counselors, Librarians, Nurses and other Certificated.

** Filipinos are included in the Asian/PI category in the Census data provided by the CCC State Chancellor's Office.

SECONDARY INDICATOR

4. RATIO OF FULL-TIME TO PART-TIME FACULTY AND CLASSIFIED FTE STAFF COMPARED BY COLLEGE, SCHOOL AND DEPARTMENT

75/25: Full-time to Part-time Credit Faculty Ratio

The concept of the Full-time / Part-time ratio was initiated in law through AB1725 in 1988. It appears in Education Code section 87482.6 and in Title 5 section 51025. These regulations however, do not require districts to achieve or maintain a given ratio of full-time to part-time faculty. An *ideal* ratio of 75% full-time was stated as a goal, but the requirement that districts must meet is stated in terms of a specific number of full-time faculty and **not** in terms of a ratio. These regulations only speak to full-time faculty teaching Credit classes. There is no regulation pertaining to the number of full-time faculty teaching Noncredit classes.

The Full-time Credit Faculty Obligation for City College is summarized in the table below. The Full-time to Part-time Credit faculty ratio for Fall 1997 is 73.6%.

Full-time Faculty Credit FTE

	1994	1995	1996	1997
Obligation	396.6	386.4	370.0	363.0
Actual	436.6	444.5	406.4	407.9
% of Credit FTE taught by Full-time Faculty	*	*	69.5%	73.6%

Source: CCSF Human Resources Office

* Ratios for Full-time to Part-time credit faculty were not published during these years.

5. SATISFACTION RATINGS OF CCSF EMPLOYEES WITH CAREER LADDER OPPORTUNITIES BY EMPLOYEE CATEGORY

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

6. CCSF EMPLOYEE SATISFACTION RATINGS WITH LEVEL OF

SECONDARY INDICATOR

COLLABORATION AND CIVILITY WITHIN THE COLLEGE

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

7. NUMBER OF WORKERS COMPENSATION CLAIMS AWARDED ANNUALLY

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

CHAPTER FIVE

MANAGE RESOURCES EFFECTIVELY

To increase the college's fiscal stability and effective management of its resources, CCSF will continue to pursue the highest standards of efficiency in delivery of educational services. The college will also aggressively pursue alternative sources of revenue including grants, alumni support and capital campaigns.

The two primary indications of effective resource management is the capacity of the college to find funds from alternative sources including foundations, corporations and alumni, and the level of efficiency in utilizing institutional resources to fulfill the college mission.

Primary Indicators

1. State ranking of college by program-based funding categories.
2. Annual amount of funds received from all sources including alternative funding sources (foundations; capital campaigns; grants).

Secondary Indicators

1. Weekly Student Contact Hours (WSCH) per Full-time Equivalent (FTE) faculty.
2. Administrative expenditures per Full-time Equivalent student (FTES)
3. Maintenance of a Five Percent Reserve.
4. Utilization rates of campus buildings.
5. Rating of Fiscal Stability by State Chancellor's Office.
6. Extent of compliance with the Fifty Percent law.

PRIMARY INDICATORS

1. STATE RANKING OF COLLEGE BY PROGRAM-BASED FUNDING CATEGORIES

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

2. ANNUAL AMOUNT OF FUNDS RECEIVED FROM ALL SOURCES INCLUDING ALTERNATIVE FUNDING SOURCES

The following budget information was submitted to the State Chancellor's Office of the California Community Colleges as the college district's annual financial and budget report.

San Francisco Community College District: General Fund Revenues, Expenditures and Fund Balance Data: 1996/97

	Unrestricted Subfund	Restricted Subfund	Total
Revenues:			
Federal Revenues	0	4,247,114	4,247,114
State Revenues	65,978,875	7,411,939	73,390,814
Local Revenues	47,325,233	3,024,987	50,350,220
Total Revenues	113,304,108	14,684,040	127,988,148
Expenditures:			
Academic Salaries	63,603,703	4,286,295	67,889,998
Classified Salaries	23,282,601	3,036,374	26,318,975
Employee Benefits	18,367,866	1,013,298	19,381,164
Supplies and Materials	1,272,019	1,070,043	2,342,062
Other Operating Expenses and Services	10,294,957	1,968,200	12,263,157
Capital Outlay	1,621,326	2,737,559	4,358,885
Total Expenditures	118,442,472	14,111,769	132,554,241
Excess/(Deficiency) of Rev over Expend	(5,138,364)	572,271	(4,566,093)
Net Other Financial Sources (OutGo)	(1,750,884)	(597,695)	(2,348,579)
Intra Fund Transfers (Within GF only)	0	0	//////////
Net Increase/(Decrease) in Fund Balance	(6,889,248)	(25,424)	(6,914,672)
Beginning Balance:			
Net Beginning Balance, July 1	10,326,284	498,205	10,824,489
Prior Year Adjustments	0	0	0
Adjusted Beginning Balance	10,326,284	498,205	10,824,489
ENDING BALANCE, June 30	\$3,437,036	\$472,781	\$3,909,817

Source: CCSF Business Services

PRIMARY INDICATORS

Details of General Fund Revenues, Fiscal Year 1996/97

The table below details the following General Fund Revenue sources: Federal, State, Local, and Other Financing Sources for the 1996/97 fiscal year.

	Unrestricted Fund	Restricted Fund	TOTAL
Federal Revenues			
Forest Reserve	0	0	0
Higher Education Act	0	868,911	868,911
Job Training Partnership Act	0	255,575	255,575
Military Personnel Development Contract	0	0	0
Student Financial Aid	0	0	0
Veterans Education	0	0	0
VATEA	0	1,303,202	1,303,202
Other Federal Reserves	0	1,819,426	1,819,426
Total Federal Revenues	0	4,247,114	4,247,114
State Revenues			
General Apportionments:			
Apprenticeship Allowance	415,742	////////	415,742
State General Apportionment	59,869,530	////////	59,869,530
Other General Apportionment	1,240,688	////////	1,240,688
Categorical Apportionments:			
Child Development	////////	0	0
Extended Opportunity Progr/Services	////////	1,368,009	1,368,099
Disabled Students Programs/Services	////////	774,678	774,678
Other Categorical Apportionments	////////	4,747,555	4,747,555
Categorical Program Allowances:			
Deferred Maint. & Special Repair Program	////////	0	0
Instructional Improvement Grant	////////	0	0
Other Categorical Program Allowances	////////	521,697	521,697
Tax Relief Subventions:			
Homeowner's Property Tax Relief	98,150	////////	98,150
Other Tax Relief Subventions	0	////////	0
State Non-Tax Revenues:			
State Lottery Proceeds	4,167,278	////////	4,167,278
Other State Non-Tax Revenues	0	////////	0
Other State Revenues:			
State Mandated Costs	147,294	////////	147,294
Timber Yield Tax	0	////////	0
Trailer Coach Fees	0	////////	0
Other Misc. State Revenues	40,193	////////	40,193
Total State Revenues	65,978,875	7,411,939	73,390,814

PRIMARY INDICATORS

	Unrestricted Fund	Restricted Fund	TOTAL
Local Revenues			
Property Taxes:			
Tax Allocation, Secured Roll	7,140,057	//////////	7,140,057
Tax Allocation, Supplemental Roll	110,382	//////////	110,382
Tax Allocation, Unsecured Roll	761,241	//////////	761,241
Education Revenue Augmentation Fund	20,600,112	//////////	20,600,112
Prior Years Taxes	(332,188)	//////////	(332,188)
Contributions, Gifts, Grants & Endowments	30,755	265,373	296,128
Contract Services	0	636,422	636,422
Sales	0	1,724	1,724
Rentals and Leases	44,364	0	44,364
Interest and Investment Income	599,758	0	599,758
Student Fees and Charges:			
Community Services Classes	0	611,856	611,856
Dormitory	0	0	0
Enrollment	4,384,711	//////////	4,384,771
Field Trips & Use of Nondistrict Facilities	0	0	0
Health Services	0	498,898	498,898
Instruction Mtrls. Fees & Sales of Material	0	0	0
Insurance	0	0	0
Student Records	0	//////////	0
Nonresident Tuition	3,844,511	//////////	3,844,511
Parking Services & Public Transportation	//////////	275,000	275,000
Sales of Req'd Instruction & Other Mater	0	0	0
Other Student Fees and Charges	119,043	694,991	814,034
Other Local Revenues	10,022,427	40,723	10,063,150
Total Local Revenues	47,325,233	3,024,987	50,350,220
TOTAL REVENUES	\$113,304,108	\$14,684,040	\$127,988,148
Other Financing Sources			
Proceeds of General Fixed Assests	0	0	0
Proceeds of General Long-Term Debt	0	0	0
Incoming Transfers	0	201,024	201,024
Total Other Financing Sources	0	201,024	201,024
TOTAL REVENUES AND OTHER FINANCING SOURCES	\$113,304,108	\$14,885,064	\$134,061,18

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Source: CCSF Business Services

SECONDARY INDICATORS

1. WEEKLY STUDENT CONTACT HOURS (WSCH) PER FULL-TIME EQUIVALENT (FTE) FACUTLY

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

2. ADMINSTRATIVE EXPENDITURES PER FULL-TIME EQUIVALENT STUDENTS (FTES)

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

3. MAINTENANCE OF A FIVE PERCENT RESERVE

The State Chancellor's Office interpretation of State Regulations directs community college districts to maintain a reserve equal to five percent of general fund expenditures. City College maintained a 3.7% reserve during the 1995/96 fiscal year.

Reserve Amounts: 1994/95-1996/97

RESERVE	1994/95	1995/96	1996/97
Start of Year	\$4,000,000	\$4,000,000	\$4,000,000
End of Year	\$4,000,000	\$4,000,000	\$3,500,000
Reserve %	3.9%	3.7%	2.7%

Source: CCSF Business Office

4. UTILIZATION RATES OF CAMPUS BUILDINGS

The College is currently working on obtaining information on this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

SECONDARY INDICATORS

5. RATING OF FISCAL STABILITY BY THE STATE CHANCELLOR'S OFFICE

Community College Districts by Level of Reserves

The following table shows the numbers of districts in the California Community College system ranked in Priority Groups. During the 1996/97 fiscal year, the San Francisco Community College District was in the "Priority 3" category.

California Community Colleges Ranking By Fiscal Priority: 1994/95

	1994/95	1995/96	1996/97
Priority 1	0	0	0
Priority 2	1	0	3
Priority 3	15	10	11

Source: State Chancellor's Office Fiscal Accountability Unit; reports run 6/30 annually

Definitions

- Priority 1:** Any district needing immediate corrective action and intervention by the Chancellor's Office to avoid or minimize the need for emergency apportionment.
- Priority 2:** Any district with an ending balance below 3% of General Fund expenditures, and with significant fiscal problems. The district needs to take corrective action within six to 18 months to avoid needing emergency apportionments.
- Priority 3:** Any district with an ending balance below 5% of General Fund expenditures, and with significant fiscal problems. The district needs to take significant action within 18 to 36 months to avoid needing emergency apportionments.
- No Follow-Up Required:** Any district with no significant fiscal problems.

SECONDARY INDICATORS

6. EXTENT OF COMPLIANCE WITH THE FIFTY PERCENT LAW

Section 84362 of the State Education Code requires that the salaries and benefits of classroom instructors and instructional aides, comprise no less than 50% of a community college district's spending for education.

In 1996/97, City College spent more than the State's 50% requirement on "direct expenses of education" (53.43%). Information on City College's compliance with the 50% law for the past three fiscal years is highlighted in the table below.

Expenditures used for "Direct Expenses of Education": 1996/97

	1993/94	1994/95	1995/96	1996/97
SF Community College District	53.61%	54.20%	54.16%	53.43%
Statewide Average	52.56%	52.63%	52.30%	52.54%

Source: CCSF Business Office

CHAPTER SIX

PURSUE HIGHEST STANDARD OF EDUCATIONAL EXCELLENCE

City College promotes educational excellence by supporting faculty, administration, staff and student participation in national, state and local professional organizations, by building partnerships with other educational organizations, and by pursuing the highest standards of excellence for its programs and services.

Excellence indicators include student achievement and student ratings of the college. They also include recognition of the college and its faculty, administrators, students and staff by national, state and local professional organizations, and recognition of the achievements of its students in academic, creative and workplace activities.

Primary Indicators

1. Numbers of students achieving the Dean's List.
2. Student ratings of college from exit interviews.
3. Employer satisfaction ratings with CCSF students.
4. College ranking in number of transfers to baccalaureate institutions.
5. College ranking in rate of transfers as measured by UCLA Transfer Assembly Project.
6. College ranking in number of AA/AS degrees awarded.

Secondary Indicators

1. Numbers of CCSF employees in leadership activities within National, State and Local organizations.
2. Numbers of students on College Board's Annual Talent Roster of Outstanding Minority Transfer Students for Two-Year Colleges.
3. Public opinion surveys within the San Francisco service area.
4. Awards and Recognitions to CCSF by professional organizations for Program Excellence.
5. Awards and Recognitions from professional organizations for achievements by faculty, staff, administrators and students in educational and creative activities.

PRIMARY INDICATORS

1. NUMBERS OF STUDENTS ACHIEVING THE DEAN'S LIST

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

2. STUDENT RATINGS OF COLLEGE FROM EXIT INTERVIEWS

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

3. EMPLOYER SATISFACTION RATINGS WITH CCSF STUDENTS

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

4. COLLEGE RANKING IN NUMBER OF TRANSFERS TO BACCALAUREATE INSTITUTIONS

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

PRIMARY INDICATORS

5. COLLEGE RANKING IN RATE OF TRANSFERS AS MEASURED BY THE UCLA TRANSFER ASSEMBLY PROJECT

The Center for the Study of Community Colleges (UCLA) has completed the 1996 Transfer study. Students with no previous college experience who entered CCSF for the first time in Fall 1990, and earned at least twelve credits at CCSF were included in the study. The number and percentage of students who by Fall 1994 took at least one class at CSU or UC were selected.

The Center for the Study of Community Colleges traces the rate of transfer from two- to four-year colleges and universities across the nation. Currently, 416 colleges participate in the Transfer Assembly, and they represent all or nearly all the public two-year colleges in California, Colorado, Florida, Illinois, Kentucky, Louisiana, Maryland, Minnesota, New Jersey, New York, North Carolina, Oklahoma, Texas, Washington, West Virginia, along with a selection of colleges from five other states.

CCSF has a total transfer rate of **30.4%** according to the 1996 Transfer Assembly study. This means that 30.4% of the students who were first time freshmen in the Fall of 1990 transferred to a UC or CSU campus, and had taken at least one class by the Fall of 1994. That compares favorably with the overall California community college transfer rate of 20.6%, and with the national community college transfer rate of 21.8%. Below are the results of the 1996 study, and results from previous years the study was conducted.

YEAR OF STUDY	AFRICAN AMERICAN	LATINO	NATIVE AMERICAN	ASIAN / PAC. ISLANDER	WHITE	TOTAL
1996	20.0% (28)*	18.1% (43)	11.1% (1)	39.5% (420)	16.8% (55)	30.4% (574)
1995	14.8% (18)	9.5% (19)	16.7% (1)	31.2% (314)	16.7% (56)	24.50% (429)
1994	14.5% (23)	10.4% (25)	20.0% (3)	35.0% (398)	17.4% (68)	26.35% (532)
1990	24.3% (44)	13.7% (27)	0.0% (0)	Not Available	33.0% (148)	26.40% (219)

* example: 20.0% of African Americans in the 1990 cohort took at least one course at CSU or UC by Fall 1994. The actual number (28) of African American students transferring follows the percentage.

Source: Center for the Study of Community Colleges (October 1996)

6. COLLEGE RANKING IN NUMBER OF AA/AS DEGREES AWARDED

PRIMARY INDICATORS

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

SECONDARY INDICATORS

1. NUMBERS OF CCSF EMPLOYEES IN LEADERSHIP ACTIVITIES WITHIN NATIONAL, STATE AND LOCAL ORGANIZATIONS

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

2. NUMBERS OF STUDENTS ON COLLEGE BOARD'S ANNUAL TALENT ROSTER OF OUTSTANDING MINORITY TRANSFER STUDENTS FOR TWO-YEAR COLLEGES

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

3. PUBLIC OPINION SURVEYS WITHIN THE SAN FRANCISCO SERVICE AREA

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

4. AWARDS AND RECOGNITIONS TO CCSF BY PROFESSIONAL ORGANIZATIONS FOR PROGRAM EXCELLENCE

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.

5. AWARDS AND RECOGNITIONS FROM PROFESSIONAL ORGANIZATIONS FOR ACHIEVEMENTS BY FACULTY, STAFF, ADMINISTRATORS AND STUDENTS IN EDUCATIONAL AND CREATIVE ACTIVITIES

The College is currently working on obtaining information for this Strategic Planning indicator. We hope to report this information in the next edition of the Planning Atlas.